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News from THE GEORGE WASHINGTON UNIVERSITY Office of University Relations / Washington, D.C. 20052/(202)994-6460

Nov. 3, 1988

Mark L. Goldstein (202) 994-6460

MEDIA ADVISORY

POET JANE SHORE TO READ IN JENNY MCKEAN MOORE SERIES

EVENT:

Jane Shore, poet and winner of the 1986 Lamont Poetry Prize, will read selections from her work as part of the on-going reading series sponsored by the Jenny McKean Moore Fund and the English department at The George Washington University.

WHEN:

Thursday, December 1, 1988, at 8 p.m.

WHERE:

The George Washington University Academic Center, Room B-120

801 22nd Street, NW

BACKGROUND:

This is the fourth in a program of free literary readings for the 1988-89 academic year. In addition to sponsoring readings, the Jenny McKean Moore Fund sponsors the Writer-in-Washington program.

**Media wishing to attend this event should contact Mark L. Goldstein in the Office of University Relations, (202) 994-6460.



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November 4, 1988

Loretta Hardge

office: (202) 994-6460 home: (202) 832-3740

REQUEST FOR COVERAGE

EVENT: Education's problems and solutions will be the

focus of the keynote address by Leo D. Leonard,

newly appointed dean of George Washington University's School of Education and Human Development, for the seminar, "New Directions

XIII."

DATE: Saturday, November 5, 1988

TIME: 8:30 a.m. registration

9:00 a.m. keynote address

9:45 a.m. until 12:45 p.m. seminar sessions

PLACE: Funger Hall, First Floor Auditorium

(2201 G Street, N.W.)

The George Washington University

Media planning to attend the seminar should contact Loretta Hardge, Office of University Relations, at (202) 994-6460.

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Plg This should be in a News release dile (Nov. 4, 1988) "Leonard to Keywote New Directions Seminar" Thanks to



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Washington, D.C. 20052 / Office of the President / (202) 994-6500

November 14, 1988

Dear Members of the University Community:

During the past several months, I have met on a formal and informal basis with faculty, students, and staff. Sharing your hopes and mine for The George Washington University has been a great help to me in this period. I want to take this opportunity to communicate with all of you about equal opportunity and affirmative action.

The George Washington University is an equal opportunity and affirmative action institution. In renewing our commitment to this principle, we must develop a new awareness of the importance—and, indeed, value—of diversity in our University community. We deserve no less than a community composed of people chosen solely on their own merit. This is our challenge. We must do this together.

To help us meet this challenge, I have delegated the day-to-day responsibility for equal opportunity and affirmative action to several people. They have significant experience in EEO and affirmative action matters and are ready to work with you. They are:

- Ms. Susan B. Kaplan, Esq., Special Assistant to the President (EEO/Affirmative Action Oversight, x46503)
- Ms. Annie Wooldridge, Special Assistant to the Vice President for Academic Affairs (Faculty Affirmative Action Officer, x46906)
- Ms. Ethel C. S. Bothuel, Director, Equal Employment Activities (Administrative and Staff EEO Officer, x47402)
- Ms. Linda Donnels, Assistant Dean, Educational Services (Student Affirmative Action Officer, x48250)

This is an important undertaking, not only for our institution, but for the future of our society. Working together, however, we can meet this challenge and all of us will be the richer for doing so.

Stephen J/Trachtenberg

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Chris Connell AP 2021 K St., NW Washington, DC 20006

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ton, D.C.

Tamara Henry UPI 1400 Eye St., NW Washington, DC 20005

> Kenneth Eskey SCRIPPS HOWARD NEWS SERVICE 1110 Vermont Ave., NW #610 Washington, DC 20005

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Karen Leggett WMAL-AM 4400 Jenifer Street, NW Washington, DC 20015

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Assignment Editor WTOP-AM 4646 40th Street, N.W. Washington, D.C. 20016

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Paul Desruisseaux CHRONICLE OF HIGHER EDUCATION 1255 23rd St., NW Washington, DC 20037

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Larry Feinberg WASHINGTON POST 1150 15th St., NW Washington, DC 20071

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Barbara Vobejda WASHINGTON POST 1150 15th St., NW Washington, DC 20071

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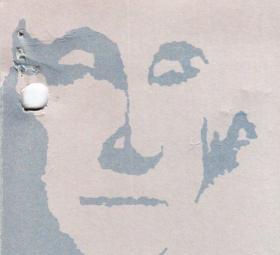
Carrie Dowling WASHINGTON TIMES 3600 New York Avenue, NE Washington, DC 20002

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Carol Innerst WASHINGTON TIMES 3600 New York Ave., NE Washington, DC 20002



News from THE GEORGE WASHINGTON UNIVERSITY Office of University Relations / Washington, D.C. 20052 / (202) 994-6460

November 8, 1988

Loretta Hardge (202) 994-6460

FOR IMMEDIATE RELEASE

GEORGE WASHINGTON UNIVERSITY DEAN PROPOSES MAJOR SOLUTIONS TO EDUCATION PROBLEMS

WASHINGTON, D.C. -- Solutions to America's education problems, according to Leo Leonard, must include plans to remove children from destructive neighborhoods and families, promote self-paced learning, bring scarce learning resources into rural homes and schools and provide premium teacher preparation and support.

Leonard, newly appointed dean of the School of Education and Human Development (SEHD) at The George Washington University, offered major proposals to improve America's public schools and schools of education when he delivered the Detwiler Memorial Address for the annual New Directions XIII Seminar on Nov. 5 at George Washington University.

A child, Leonard contends, cannot learn in neighborhoods or homes that are destructive. His solution is "removing that child to a residential school where abuse, drugs and terror are absent." He also recommended the return to individualized classroom instruction and increased use of interactive video and other high-tech options to promote self-paced learning.

He recommended technology supported distance learning to bring additional subject areas into both urban and remote rural homes and schools, and proposed early college admissions, regardless of age, "for the student who receives the normal requisites for high school graduation before the normally ascribed time."

These changes, Leonard believes, "will do much to reinvigorate the system, boost the morale of the learner ... to say nothing of what enthusiastic and self achieving citizens would do for industry."

Leonard rejects the popular concept of a fifth year in college for teacher preparation. "The solution is to answer the question of what is to be taught to prospective teachers," he said. "Once the curriculum is conceived, then let's package it so that the objectives are constant, but time flexible," he added.

Leonard also proposed developing state educational academies to provide regular structured in-service continuing education for superintendents, principals and teachers.

Among his other proposals are merit pay for teachers; teachers determining curricula; sequential planning and team planning for teachers; training for creativity; requiring foreign language during pre-school; overhauling the vocational arts; and establishing remedial centers as part of all schools and programs. He also believes "requiring Spanish is another idea that should be considered since we may well follow Canada as a bi-lingual nation."

Leonard's speech traced a series of problems, opinions and changes in education since the 1950s. "School systems have staggered, hopefully, forward," he concluded, "trying to adjust to

changing times while disgarding many of the methodology advances of the 1960s and 1970s in order to return to a traditional classroom of lectures and workbook assignments."

"We got ourselves into trouble the old fashioned way -- we earned it." he asserted. "Television, changing morals, the acquired taste for recreational drugs and alcohol, no school prayer, the failure to have elementary school students plant trees on arbor day -- could and may all be contributing reasons."

"And despite what you may have heard from the presidential candidates," Leonard declared, "there are no cheap fixes." He added, "The whole fabric of America has been torn and to mend it the weavers must repair thread by thread, inch by inch."

Leonard also noted that the George Washington University
School of Education and Human Development is in the first stage of
creating "a new curriculum that will make us and our students the
techno-giants that we must become to move into the 21st century."
Some of the ideas and plans being considered include requiring all
students to pass a basic skills test before student teaching,
ensuring that all prospective teachers have 300 classroom hours of
sequential tasks prior to student teaching, increasing the
experiences in special, multi-cultural and civil rights education,
and requiring computer education and a foreign language.

An outspoken advocate for public education and a veteran scholar, Leonard assumed the post of dean of George Washington's School of Education and Human Development in July 1988. With more than 20 years in higher education, he is co-author of four books on competency-based teaching and education, and has written numerous

teachers' guides, articles and research reports.

Leonard came to George Washington from the University of Portland where he had been dean of the School of Education since 1979. Previously, he served as professor of education at the University of Toledo for 10 years. Later he served as a research consultant at the University of Wisconsin (Madison) and did postdoctoral work at the University of Michigan.

He is on the Board of Examiners of the National Council for Accreditation of Teacher Education and is a member of the Committee for the International Council on Education for Teaching. Active in a number of professional and honorary societies, he served on the National Task Force on Teacher Certification for the American Association of Colleges of Teacher Education and the Portland Public Schools Desegregation Committee.

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XIII Shi, an on Nov 5 of Cow.

November 7, 1988

Loretta Hardge (202) 994-6460

FOR IMMEDIATE RELEASE

"Neighborhoods or homes that are destructive to the child to the extent that learning is inhibited, or abuse psychological or physical is deemed to be destroying the creative potential or attacks the civil rights of the student then the solution is the removing of that child to a residential school where abuse, drugs or terror are absent."

"For the student who receives the normal requisites for high school graduation before the normally ascribed time, the promotion on to college regardless of age is required." The scarce resource of himan potential would not be wasted by mindless activities designed to keep students occupied until a pre-selected age when they can be released into the market place.

"Let's require the schools at all levels to re-introduce individualized instruction and self pacing using among other teaching tools, interactive video and other high tech options. This coupled with early college admissions will do much to reinvigorate the system, boost the morale of the learner and, in short, put snap, crackled and pop back into the cereal of learning -- to say nothing as to what enthusiastic and self achieving citizens would do for industry.

"To respond to the deluge of demands for home teaching, or to provide additional subjects to rural schools, the introduction of distance learning, using again technology that allows the educational system to become a friendly user of technology is in order.

... a state Board of Education Academy of Learning be initiated and required for all superintendents, principals and teachers at specified times and on specified subjects.

"The solution is to answer the question of what is to be taught to prospective teacherts, then determine flexible time frames. The rigid time frames of public schools where it takes 180 days to master Algebra 1 or four years to acquire minimal functional capability as an English teacher is hard to validate. Once the curriculum is conceived, then let's package it so that the objectives are constant but time flexible. Individualized learning

using self pacing and technology where the teacher becomes more of a facilitator than a giver of directions ... is what we want and what the student deserves.

WASHINGTON, D.C. -- Leo Leonard focused on six major changes for public schools and schools of education in American colleges and universities during his preview of coming attractions address before more than 200 teachers, administrators, George Washington University alumni and students on Nov. 5, at the George Washingt University. Lovers delivered

He proposed that children be removed from destructive

neighborhoods and families into new residential schools. recommended the return to individualized instruction, increased use of interactive video to promote self-paced learning, and the recon for urban and rmal schools. technology supported distance learning, He proposed early college admission for gifted youngsters, without regard to age. recommended developing state educational academies to provide structured in-service continuing education for superintendents, principals and teachers. He rejected the fifth-year in college concept for teacher preparation.

Leonard also examined "the predicament facing education and our nation." "How did we get from there to here and do we really have to consider such drastic measures as separating the child from home in order to provide education?" he asked.

"We got ourselves into trouble the old fashioned way -- we earned it." he asserted. "Television, changing morals, the acquired taste for recreational drugs and alcohol, no school prayer, the failure to have elementary school students plant trees on arbor day -- could and may all be contributing reasons."

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November 1, 1988

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DEAN PROPOSES SOLUTIONS TO EDUCATION PROBLEMS

additional subject areas into urban and remote rural homes and schools, and proposed early college admissions, regardless of age, "for the student who receives the normal requisites for high school graduation before the normally ascribed time."

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Among his other proposals are merit pay for teachers; teachers determining curricula; sequential planning and team planning for teachers; training for creativity; requiring foreign language during pre-school; overhauling the vocational arts; and establishing remedial centers as part of all schools and programs. He also believes "requiring Spanish is another idea that should be considered since we may well follow Canada as a bi-lingual nation."

Leonard's speech traced a series of problems, opinions and changes in education since the 1950s. "School systems have staggered, hopefully, forward," he concluded, "trying to adjust to changing times while disgarding many of the methodology advances of

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added, "The whole fabric of America has been torn and to mend it the weavers must repair thread by thread, inch by inch."

He reviewed a litary of problems and opinions and retraced the changes in education during the 1950, 60s and 70s noting that the change in each decade was dramatic. "School systems have staggered, hopefully, forward," Leonard said, "trying to adjust to changing times while disgarding many of the methodology advances of the 1960s and 1970s in order to return to a traditional classroom of lecture and workbook assignments."

Today, he continued, "Schools and colleges admit problems, accept reports, while continuing to serve kids without proper funding." He chided Allan Bloom's popular book, "Closing of the American Mind," saying, "The world according to Bloom is no more real than 'The World According to Garp.'"

Among his other proposals are merit pay for teachers, teachers controlling curriculums "with the principal as the trained curriculum leader to promote creativity in the schools," tying teachers to curriculums; teachers reconsider sequential planning, team planning, pre and post tests, giving grades earned, training for creativity -- put music, art, drama, dance and cooking right back in the classroom as required -- foreign language for all pupils during pre-school training, overhaul vocational arts; and remedial centers as part of all schools and programs.

He also announced that the George Washington University School of Education and Human Development "is in the first stage of the process of creating a new curriculum that will make us and our

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"Our centers for Research and International Education are redefining their scope," he said. He emphasized that while with white programs will address a national and international audience, "what we do in Washington, D.C., will determine our credibility and our impact in education, " A Sa. A.

He call former Secretary Bennett's "Great Books" agenda "too parochial," and insists that it should be analyzed and changed to include a "a concept list that draws a more international selection of works." "How can you leave out Scandanavia, with Laxness Strindberg or the Nobel winner Sigrid Undset... Schalomi Alechem or a host of Spanish and Latin American writers.

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DR. LEO D. LEONARD
DEAN, SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
THE GEORGE WASHINGTON UNIVERSITY

Leo D. Leonard became dean of the School of Education and Human Development at The George Washington University on July 1, 1988. Leonard came to George Washington from the University of Portland where he had been dean of the School of Education since 1979.

Before joining the University of Portland faculty he served as professor of education at the University of Toledo for 10 years. Later he served as a research consultant at the University of Wisconsin (Madison) and did post doctoral work at the University of Michigan. He also has taught at Bowling Green State University and Utah State University.

With more than 20 years in higher education, Leonard is a widely respected scholar and author. He is co-author of four books on competency-based teaching and education, and has written numerous teachers' guides, chapters, articles and research reports.

Leonard has received several awards and honors, including a Fulbright Scholarship in 1966. He also was selected in 1971 and 1979 as a diplomat/scholar and education leader for the U.S. Department of State. During 1978-79 he was selected for a sabbatical internship at the U.S. Office of Education, Office of Management and Budget.

He is on the Board of Examiners of the National Council for Accreditation of Teacher Education and is a member of the Committee for the International Council on Education for Teaching. He is also active in the American Education Research Association, the American Education Studies Association, the Association for Supervision and Curriculum Development and several honorary societies. He is a former member of the National Task Force on Teacher Certification for the American Association of Colleges of Teacher Education and served on the Portland Public Schools Desegregation Committee.

Involved in civic as well as professional activities, Leonard served on the boards of the Tucker Maxon School for the Deaf, the Toledo Symphony Orchestra and the Open Meadows Learning School.

He earned the B.S. degree with honors from the University of Utah in 1961 and received the M.S. in 1967 and the Ed.D. in 1969 from Utah State University.



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November 4, 1988

Loretta Hardge

office: (202) 994-6460 home: (202) 832-3740

REQUEST FOR COVERAGE

EVENT: Education's problems and solutions will be the

focus of the keynote address by Leo D. Leonard,

newly appointed dean of George Washington University's School of Education and Human Development, for the seminar, "New Directions

XIII."

DATE: Saturday, November 5, 1988

TIME: 8:30 a.m. registration

9:00 a.m. keynote address

9:45 a.m. until 12:45 p.m. seminar sessions

PLACE: Funger Hall, First Floor Auditorium

(2201 G Street, N.W.)

The George Washington University

Media planning to attend the seminar should contact Loretta Hardge, Office of University Relations, at (202) 994-6460.

What is the solution to America's education crisis? One of
Leo Leonard's proposals is to remove children from destructive
neighborhood schools in favor of residential schools. This
proposition is among several that Leonard, George Washington
University's new School of Education dean, will discuss in his
keynote address to the teachers, school administrators, alumni and

LEONARD TO KEYNOTE EDUCATION SEMINAR

students attending the School of Education and Human Development's "New Directions XIII" seminar Nov. 5.

He recommends increased use of interactive video for selfpaced learning to improve the overall educational process. He
proposes even earlier college admissions for gifted youngsters.
He also recommends preparing retired senior citizens as classroom
teaching assistants and developing state educational academies to
provide in-service training for superintendents, principals and
teachers. He advocates teacher assessment and accountability,
merit pay and student performance measurements. He opposes the
prestigious Holmes Group's insistence on a fifth-year in college
for teacher preparation.

America's public schools "are not turning out productive people," Leonard declares. "We've dropped from first to 13th in productivity among the world's top industrialized nations," he says. He believes that the use of new technologies and new curriculum structures must be explored to solve this problem.

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THE GEORGE WASHINGTON UNIVERSITY

School of Education And Human Development

ALUMNI ASSOCIATION

PRESENTS

NEW DIRECTIONS XIII

NOVEMBER 5, 1988

FUNGER HALL - 8:30

^{*}A Professional Development Opportunity

NEW DIRECTIONS XIII

The George Washington University
School of Education and Human Development
Funger Hall - 2201 G Street, N.W., Washington, D.C.

Saturday, November 5, 1988

SCHEDULE

8:30 a.m. Registration --The Alumni Relations Office's contribution to New Directions XIII is coffee and doughnuts served in the lobby. ENJOY! 9:00 a.m. Harry Grubb Detwiler Memorial Address Speaker: Dr. Leo D. Leonard, DEAN SEHD BS - University of Utah '61 MS - Utah State University '67 Ed.D - Utah State University '69 'Educational Initiatives: The Present - The Future' 9:45 - 10:00 a.m. A. Business topics for alumni Open house introduction for potential graduate students 10:10 - 11:20 a.m. Seminar I 11:30 - 12:40 p.m. Seminar II Luncheon--12:45 p.m. Sandwiches will be served in the lobby courtesy of the School of Education and Human Development

		Session I 10:10 - 11:20	Session II 11:30 - 12:40
1.	Human Resource Development/Adult Education: The Annual Review	Rooms 208 and 210	Rooms 208 and 210
	Dr. Leonard Nadler Mrs. Zeace Nadler * Runs both sessionsfeel free to join either or both		
2.	New Directions in Viewing Literacy Across the Life Span	Room 220	
	Drs. Gerhard, Horrworth, Putnam, Hesser, Alert Program Student Member and Mr. William Browning		
3.	Applications of Human Development to Counseling Adult Learners	Room 223	
	Drs. Heddesheimer, Hoare, Rashid, Cuje and McNamara		
4.	Museums, Objects and Learning: The Need for Visual Literacy		Room 221
	Ms. Judith Ann Landau Ms. Judith Reed		
5.	Counseling, Mental Health and Religion	Room 221	
	Dr. Eugene W. Kelly, Jr.		
6.	Teaching Young Children (K-3) to Write		Room 223
	Dr. Deloris M. Saunders		
7.	Developing Research Proposal for Dissertations	Room 207	
	Dr. Salvatore R. Paratore		
8.	Existential Counseling: Wave of the Future		Room 220
	Dr. Clemmont E. Vontress		
9.	Rehabilitation Counseling and Its Role in the Workplace		Room 207
	Ms. Tracey K. Ginter Ms. Marcia Fenchak		

208-210 I and II Human Resource Development/Adult Seminar I: Education -- The Annual Review Dr. Leonard Nadler Presenters: School of Education and Human Development and Mrs. Zeace Nadler Through a slide presentation and discussion, current Description: happenings in Human Resource Development and Adult Education will be explored. NOTE: This stimulating annual event continues through both sessions. Feel free to join the seminar at the beginning session or at the break. Session Room New Directions in Viewing Literacy 220 I Seminar II: Across the Life Span Dr. Christian Gerhard Presenters: Dr. Gloria Horrworth Dr. Lynn R. Putnam Dr. Florence Hesser A Student Member of Reading Center's Alert Program Mr. William Browning, American Banking Association A panel discussion in which panel members will describe one Description: aspect of literacy. This discussion will be followed by audience participation. Room Session 223 I Seminar III: Applications of Human Development to Counseling Adult Learners Dr. Janet C. Heddesheimer Presenters: Dr. Carol H. Hoare Dr. Beth Cuie Dr. Martha N. Rashid Dr. nancy McNamara This panel presentation will address the specific ways in Description: which our known leaders of the theories and principles of human development are applicable to counseling and to adult learning situations. The panel participation includes: Three GW faculty members, a private practitioner in counseling and a director of continuing education in the community college setting.

Session

Room

•		Room	Session
Seminar IV:	Museums, Objects and Learning: The Need for Visual Literacy	221	II
Presenters:	Ms. Judith Ann Landau Ms. Judith Reed		
Description:	learning skills with discussion of relemuseum literacy for all learners.		
		Room	Session
Seminar V:	Counseling Mental Health and Religion	221	I
Presenter:	Dr. Eugene W. Kelly, Jr.		
Description:	A discussion of the (1) relationship of health and human development, and (2) h be dealt with ethically and positively	low religi	ous issues ma
		Room	Session
Seminar VI:	Teaching Young Children to Write	223	II
Presenter:	Dr. Deloris M. Saunders		
Description:	A presentation of the research conducte writing in grades K-3 using an original		
		Room	Session
Seminar VII:	Developing Research Proposals for Dissertations	207	I
Presenter:	Dr. Salvatore R. Paratore		
Description:	Sometimes it seems impossible, but ther presentation will focus on getting that underway.	'mammoth	y. This ' project
		Room	Session
Seminar VIII:	Existential Counseling: Wave of the Future	220	II
Presenter:	Dr. Clemmont E. Vontress		
Description:	The intent of the presentation is to de counseling is generally more beneficial model than are traditional models of he	worldwid	

Room	Session	
207	II	

Seminar IX:

Rehabilitation Counseling and

Its Role in the Workplace

Presenters:

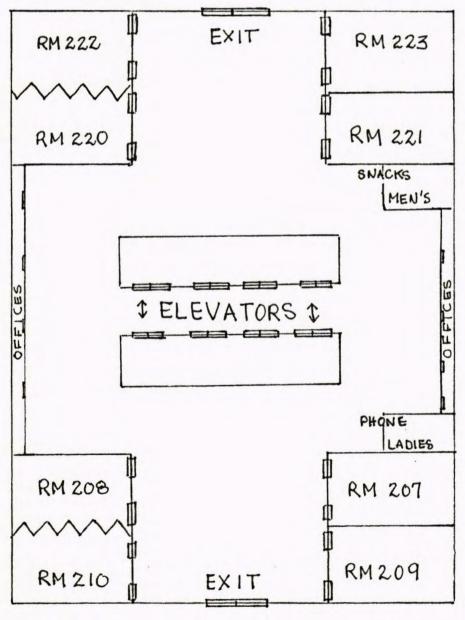
Ms. Tracey K. Ginter Ms. Marcia Fenchak

Description:

A presentation of three "up and coming" areas in the Field of

rehabilitation counseling and their particular roles in the

world of work.



SECOND FLOOR . FUNGER HALL . G STREET



and then you are going to get it out by the woodpile. What we need is a family conference and jointly work things out.

Well, there are many episodes to this adventure and I have given enough trailers to entice you back. Next time the theater and the occasion might be different but the further Adventures of Education will be presented.

The last line in this scenario draws the presenter and the audience to ponder: "But isn't this just rearranging the deck chairs on the Titanic?" as my friend Dick Hersh coined the phrase. Not really, because we have jumped ship. We are now on the USS Enterprise and the "Big E" is what we are all about at GWU. Just watch our wake.

The last hurrah:

And now, as at the close of all main attractions and before the next series of performances to which you are invited begins, it is time for intermission.

Not since Edmond Rostands Cyrano de Burgerac has anyone trampled on so many outmoded beliefs or left themselves so open for the rapiers return thrust. But in the same spirit I spoke, please ask questions.

Thank you.

November 8, 1988

Loretta Hardge (202) 994-6460

FOR IMMEDIATE RELEASE

GEORGE WASHINGTON UNIVERSITY DEAN PROPOSES MAJOR SOLUTIONS TO EDUCATION PROBLEMS

WASHINGTON, D.C. -- Solutions to America's education problems, according to Leo Leonard, must include plans to remove children from destructive neighborhoods and families, promote self-paced learning, bring scarce learning resources into rural homes and schools and provide premium teacher preparation and support.

Leonard, newly appointed dean of the School of Education and Human Development (SEHD) at The George Washington University, offered major proposals to improve America's public schools and schools of education when he delivered the Detwiler Memorial Address for the annual New Directions XIII Seminar on Nov. 5 at George Washington University.

A child, Leonard contends, cannot learn in neighborhoods or homes that are destructive. His solution is "removing that child to a residential school where abuse, drugs and terror are absent." He also recommended the return to individualized classroom instruction and increased use of interactive video and other high-tech options to promote self-paced learning.

He recommended technology supported distance learning to bring additional subject areas into both urban and remote rural homes and schools, and proposed early college admissions, regardless of age, "for the student who receives the normal requisites for high school graduation before the normally ascribed time."

These changes, Leonard believes, "will do much to reinvigorate the system, boost the morale of the learner ... to say nothing of what enthusiastic and self achieving citizens would do for industry."

Leonard rejects the popular concept of a fifth year in college for teacher preparation. "The solution is to answer the question of what is to be taught to prospective teachers," he said. "Once the curriculum is conceived, then let's package it so that the objectives are constant, but time flexible," he added.

Leonard also proposed developing state educational academies to provide regular structured in-service continuing education for superintendents, principals and teachers.

Among his other proposals are merit pay for teachers; teachers determining curricula; sequential planning and team planning for teachers; training for creativity; requiring foreign language during pre-school; overhauling the vocational arts; and establishing remedial centers as part of all schools and programs. He also believes "requiring Spanish is another idea that should be considered since we may well follow Canada as a bi-lingual nation."

Leonard's speech traced a series of problems, opinions and changes in education since the 1950s. "School systems have staggered, hopefully, forward," he concluded, "trying to adjust to

changing times while disgarding many of the methodology advances of the 1960s and 1970s in order to return to a traditional classroom of lectures and workbook assignments."

"We got ourselves into trouble the old fashioned way -- we earned it." he asserted. "Television, changing morals, the acquired taste for recreational drugs and alcohol, no school prayer, the failure to have elementary school students plant trees on arbor day -- could and may all be contributing reasons."

"And despite what you may have heard from the presidential candidates," Leonard declared, "there are no cheap fixes." He added, "The whole fabric of America has been torn and to mend it the weavers must repair thread by thread, inch by inch."

Leonard also noted that the George Washington University
School of Education and Human Development is in the first stage of
creating "a new curriculum that will make us and our students the
techno-giants that we must become to move into the 21st century."
Some of the ideas and plans being considered include requiring all
students to pass a basic skills test before student teaching,
ensuring that all prospective teachers have 300 classroom hours of
sequential tasks prior to student teaching, increasing the
experiences in special, multi-cultural and civil rights education,
and requiring computer education and a foreign language.

An outspoken advocate for public education and a veteran scholar, Leonard assumed the post of dean of George Washington's School of Education and Human Development in July 1988. With more than 20 years in higher education, he is co-author of four books on competency-based teaching and education, and has written numerous

DEAN PROPOSES SOLUTIONS TO EDUCATION PROBLEMS

teachers' guides, articles and research reports.

Leonard came to George Washington from the University of Portland where he had been dean of the School of Education since 1979. Previously, he served as professor of education at the University of Toledo for 10 years. Later he served as a research consultant at the University of Wisconsin (Madison) and did postdoctoral work at the University of Michigan.

He is on the Board of Examiners of the National Council for Accreditation of Teacher Education and is a member of the Committee for the International Council on Education for Teaching. Active in a number of professional and honorary societies, he served on the National Task Force on Teacher Certification for the American Association of Colleges of Teacher Education and the Portland Public Schools Desegregation Committee.

Leonard earned the B.S. degree with honors from the University of Utah and received the M.S. and the Ed.D. from Utah State University.

EDUCATIONAL INITIATIVES: THE PRESENT AND THE FUTURE RECOMMENDATIONS FOR AMERICAN COLLEGES AND PUBLIC SCHOOLS

Welcome:

This is indeed a memorable occasion for me. New Directions is the first opportunity I have to share some of my most recent thinking with you about education. The privilege of giving this memorial lecture puts me in distinguished company. So -- welcome Alumni, Faculty, Staff and Friends.

Purpose:

My remarks will review American Education at least through the eyes of this beholder, by reviewing some of the significant parts they played in giving us today's legacy.

The most controversial section will list some current problems and my recommended solutions for both the public schools and schools of education at America's universities.

Plans, some firm and some tentative address how the School of Education and Human Development at George Washington University intends to meet these problems and in turn change the concerns into opportunity.

There is a corollary to these three goals and that is what is represented by this paper. Namely, this is an example of what I hope will be a frequent occurrence here at George Washington in the School of Education and Human Development and that is as the School moves to a stronger

the school

position of leadership in American Education, becomes a center for, the discussion of issues and solutions to American educational ills.

Our faculty, our location and our resources are ideal for providing the arena of debate, concensus making, and positive action.

Waiting for the Climax:

The hardest part of any story is the wait for the climax. The quintessent mystery writer Dorothy Sayers builds a beautiful pattern of civility and background as her protagonist Peter Wimsey moves toward solution. Still, the fun is sometimes taken from the read as desire for the solution and tidying up the loose ends in closure outweighs the thrill of reading the weave of the pattern of suspense as the plot thickens.

For those who can't wait of don't particularly care about the hows, the whys and whats that G.W. intends to do for America, let me give you -- as the movie types would say -- a trailer of coming attractions.

Now like any trailer, I'm not giving you very much, and in this case it won't be entirely in context, but I hope a few choice morsels from the meat of this paper will entice you to stay for the main course.

An early list of problems and solutions:

The advantage of giving papers or writing books or sharing ideas in an interview is that you can selectively choose your data, neatly pose your responses and finally walk away. I plead guilty to some of those charges today, especially as I share the glimpse with you of the main feature. But, and this is important, I can't walk away from what I say here today. I've been in the middle of educational problems and change since the middle 1960s and I intend to stay there. These ideas may prove appropriate for this time, but like a Frederick Delius tone poem, or a Philip Glass miniature, I am under no delusion that my conceptualization represents the repertory of problems, or even solutions to those selections. I'm in good company because just about every other professional and lay observer of the educational condition is in the same situation. Staying with the musical metaphor, I rather see myself as a George Szell or Thomas Scippers as opposed to a Sir Thomas Beecham or a Herbert von Karajan.

So for the overture -- let's start with some timpani and horns at fortissimo!

For the problems and resolutions of:

Neighborhoods or homes that are destructive to the child to the extent that learning is inhibited, or abuse psychological or physical is deemed to be destroying the creative potential or attacks the civil rights of the student then the solution is the removing of that child to a residential school where abuse, drugs or terror are absent.

For the student who receives the normal requisites for high school graduation before the normally ascribed time, the promotion on to college regardless of age is required. Community colleges could provide a special transition environment for this cohort group. The scarce resource of human potential would not be wasted by mindless activities designed to keep students occupied until a pre-selected age when they can be released into the market place.

Poorly articulated post master's -- and in some cases, post bachelor's -- continuing educational training in teacher certification that represent at extremes, obtuse theory or cookbook gimmicks to enhance a lesson would be terminated by the present provider of services, be it the college, the speakers bureau, or the district inservice office.

Instead, a state Board of Education Academy of Learning be initiated and required for all superintendents, principals and teachers at specified times and on specified subjects. The state would operate and monitor the Academy although colleges and school districts could be part of the planning and implementation.

To contradict the mindless learning of the traditional classroom that holds both learning objective and time constant and fails to admit, or in admitting, excuses class size and lack of dollars as the reason for keeping everyone on the same page at the same time and for not providing for learning differences. Let's require the schools at all levels to re-introduce individualized instruction and self pacing using among other teaching tools, interactive video and other high tech options. This, coupled with early college admissions will do much to reinvigorate the system, boost the morale of the learner and, in short, put snap, crackle and pop back into the cereal of learning -- to say nothing as to what enthusiastic and self achieving citizens would do for industry. Using technology as a vehicle to learning is analogous to breakfast and the cereal of champions.

To respond to the deluge of demands for home teaching, or to provide additional subjects to rural schools, the introduction of distance learning, using again technology that allows the educational system to become a

friendly user of technology is in order. Lets not kid ourselves, technology as conceived of in education today is passive and piecemeal. The software programs write out responses to questions, but the packages are supplements to their overall lesson design. State and college operated television is, by the operators own statement, far from the potential than can now be delivered. Few faculties give the technology people more than a polit hearing. Tuning in to a TV program as a class activity is like feeling satisfied that American Art has been adequately explored after viewing an exhibition of the Hudson River School.

Finally, the last scene of our preview shows the complete and thorough sweeping into the dustbin the whole concept of the fifth year program for teacher education. The solution espoused by the Holmes group and self serving academics attempts to recreate a fictitious past that is more reminiscent of the religious revivalism of upstate New York in the first two decades of the 19th century in intent and probable outcome than it is in incorporating research, technology or sound practice that address the present much less the next two decades. The solution is to answer the question of what is to be taught to prospective teachers, then determine flexible time frames. The rigid time frames of public schools where it takes 180 days to master Algebra I or four years to acquire minimal functional capability as an English teacher is hard to validate. Once the curriculum is conceived of, then lets package it so that the objectives are constant but time flexible. Individualized learning using self pacing and technology where the teacher becomes more of a facilitator than a giver of directions (as Dick Hersh in his book No GODs in the Classroom passionately avows) is what we want and what the student deserves.



Acknowledging the future rather than clinging to a Hans Christian Anderson type past would help educators to become techno-giants rather than techno-midgets that fifth year programs appear to signal. (pause for a laugh)

Insiders to the fifth year marketing blitz can't help but wonder if the enthusiasm for adopting the plan wasn't based more on an attempt to gain control of certification programs housed in other schools and colleges of the university so as to have, among other things, an easier time of it on the governance standard for accreditation than because of any built in affection for imitating medical or law school structures. The model is even more questionable when one realizes that education is neither controlled or funded anything like law or medicine.

Students are not considered in this plan as much as state funding formulas based on full time equivalent units (FTEs) and payout schemes that give schools more money for graduate students than undergrads.

One final word on this problem and solution. Students don't necessarily get more content or academic learning under this model.

In a survey conducted in Oregon, where we looked at models there and in other states, the results showed that with the exception of social studies and to a lesser extent language arts, the difference between a degree in education from that of a degree in arts and sciences was between three and nine semester hours or between one and three classes. When one realizes that in many of these fifth year models the student takes only education classes during the fifth year and is <u>not</u> required to take any further academic courses after the Master's. You can see why I am not a supporter of the model as the curative to American

educational ills. However, I initiated the model within three months of my assuming the Deanship in Education at Portland as a viable alternative for Bachelor degreed persons from fields other than education who wanted to go into teaching. At George Washington, fifth year students make up a major portion of our clientele.

By the way, remember those three to nine hours I just mentioned? Well, in the old four year model, teachers returning for a Master's had to take usually a minimum of nine semester hours in their content major, plus they were required to return every so many years for further schooling that might include more content courses. Why don't we follow my not so modest proposal and determine what needs to be done and then package it accordingly. Self serving interests and quid pro quo have no place in competing for the students', or should we say, the parents' dollars.

Now for the main attraction...

Have I whetted your appetite?

Let's consider for a minute how we got into the predicament facing education and our nation. A nation that in twenty five years has dropped from first out of the top fourteen to thirteenth out of the top fourteen in terms of productivity among the leading industrialized nations. We simply are wasting time, money and the most precious commodity -- people.

How did we get from there to here and do we really have to consider such drastic measures as separating the child from home in order to provide education?

Well, we may have to. Because we got ourselves in trouble the old fashioned way -- we earned it. Television, changing morals, the acquired taste for recreational drugs and alcohol, no school prayer, the failure to have elementary school students plant trees on arbor day -- could and may all be contributing reasons. Any interest group is only too willing to give us the answers.

What we do know is that the world today is a very different place from the one depicted in the current popular treatise on the American school, Hamilton High.

And despite what you may have heard from the presidential candidates, there are no cheap fixes. The whole fabric of America has been torn and to mend it the weavers must repair thread by thread, inch by inch. My solutions only address a small but important segment of the cloth of culture.

Way back when:

In 1979, Wilber Cohen, former Secretary of Education and then Dean of Education at the University of Michigan, hosted a group of former students, self-styled the Michigan Mafia, but formally designated Michigan Fellows. The task was to create a "Fellscrift" honoring Dr. Claude Eggertsen, a noted professor at the school. One of the topics was: Had Education changed during the tenure of such Education Secretaries such as:

- 1. Sterling McMurrin
- 2. Harold Howe
- 3. Ernst Boyer
- 4. T.H. Bell

The consensus of the Fellows was that no real change had taken place. I countered that argument and wrote an

article for the Collected Readings. The book wasn't published until 1986, so I had plenty of opportunity to gain converts and update my arguments.

Maybe my colleagues failed to see change in 1979 because of the unfulfilled promises of the 1965 Education Act or their belief that the schools of the 1960s and 1970s failed to be a moral and social force for throwing over the old guard and creating the new world. Or perhaps they believed nothing was happening in the world because they couldn't see the proverbial forest for the trees, being so close to the action.

The book The World We Created At Hamilton High, by Gerald Grantaptly depicts a high school that first opened its doors in the late 1950s and describes the revolutionary changes through the 1980s. the change each decade was as dramatic as the Netherlands Hilton is from the main terminal of Ellis Island. Consider the change from traditional values of the 1950s to the questioning and social unrest of the 1960s. Think about these concepts:

- a. drugs and radical politics -- self interest curriculum (that is education shorthand for relevant courses)
- b. elimination of the curriculum
- c. introduction of educational technology
- d. competency based curriculum
- e. open school
- f. self paced learning
- g. team teaching, teacher accountability
- h. integrated classes

and all this before 1979! Many collegues failed to see change, they adjusted, I guess, to change or since their favorite issue was addressed, they discounted everything.

By 1983 most of those innovations had been cannibalized of essential parts and the rest consigned to the back lot of the country's greatest show: "Educating Our Youth."

The one phenomenon that didn't change was the school as a welcomer of all classes, races and dispositions. never before, the schools accepted everyone rightfully, tried to accept, if not reinforce, the worth of each sub-group. This was not done without intense battles on both sides. Rear guard actions based on cultural and learning differences are still being fought. justice, fair play and one's constitutional rights will win. The toll from such exchanges has left both schools and public a series of Stalingrads stretching from Little Rock to Selma, South Boston to your own neighborhoods. schools have been rocked and energies needlessly expended by the outcome all too frequently has white flight, or alternative learning centers who offer private contracts for taking special students off of the districts rolls.

School systems have staggered, hopefully, forward trying to adjust to changing times, while disgarding many of the methodology advances of the 1960s and 1970s in order to return to a traditional classroom of lecture and workbook assignments. This wouldn't have been so bad if the public had not demanded that everyone get a diploma and college faculties had not been tied to numbers and teacher ratings as the crucial factors in gaining popularity for tenure.

That whole process didn't start to reverse until the middle to late 1970s. This date does not jive with the fictional but energetic expose on what went wrong with

American education, "Profscam: Professors and Demise of Higher Education" by Charles J. Sykes would indicate. The parade of well intentioned review and plans starting with "The Nation at Risk" and continuing on has us still waiting for the fat lady on the donkey to signal the end of the In the process, we have seen side shows procesion. aplenty, each state outdoing the other to change structure -- seldom, it seems, considering outcomes or resources, much less research. And count the clowns in this business. Anyone with ready access to a printer so they can have a personal card is an Educational Consultant. Only the fields of marketing and sales have more clowns -- you may call them motivational cheerleaders. We are, as usual, our own worst enemies and, as usual, the politicians all want to be the education president while telling us that our biggest industry "Education" isn't important enough to win elections.

Well, we are here...

Schools and colleges admit problems, accept reports, while continuing to serve kids without proper funding. I mean, John Ford would turn this scenario into a movie called "Custer's Last Stand at Maryland Avenue. Would that we could cast a John Wayne instead of an Errol Flynn in the lead role. Stanley Kramer or Howard Hawkes might do a melodrama full of suspense or perhaps a swashbuckler where the good guy almost looses it before coming back to victory. Maybe, what is wrong with education is that it hasn't been scripted or choreographed correctly. Maybe we should make education a series of docu-dramas running each night for 20 minutes consecutively. Our problem is that we frequently come across to the public like Monty Pythons or as clouded as a Scandinavian play by Strindberg or a novel by Haldimar Laxness.

Why dwell on the present, other than to take cheap shots or to create movie inspired analogies. The past is fun to recreate like Allan Bloom's "The Closing of the American Mind" or E. D. Hirsch's "Cultural Literacy: What Every American Needs to Know."

The accuracy of the latter is somewhat countered by the fantasy of the latter. The world according to Bloom is no more real than "The World According to Garp."

Our current answer to our youthful hero Jack Armstrong, the All-American Boy, namely Lee Iaccoca, said on a Larry King broadcast on October 29, 1988 that the reason America was failing was that our school days were too short, the year too brief, and basics not attended to with rigor and performance testing. I agree to the latter but length of days should be tied to curriculum although I'd rather have the kids in school than wandering the streets waiting for parents. He aptly describes that lack of motivation in the schools, so what's new, he might have added stress, crime and as our Russian friends describe it, hooliganism.

OK, this pastiche of problems and opinions looks like a collage of offbeat colors. So lets start laying out problems and solutions so that we can deal with a manageable picture.

Some more solutions....

This time lets list solutions first, followed by the problem.

Merit pay for teachers established on the basis of performance accountability is long overdue. The differential should be substantial and will go a long way

toward rewarding the producers. This could be labeled our contingency contract for teachers. Or the better you do the more M&Ms you get. This will address the problems of motivation, lack of incentives, and malaise that attacks teachers somewhere after the third year.

Another solution is to have teachers controlling curriculums with the principal as the trained curriculum leader to promote creativity in the schools. Tying teachers to curriculums, much less learning, would be novel, and were H.L. Mencken alive he might well put forth a pithy comment. If only Benchly, Parker and the rest of the Algonquin round table could discuss the threat of teachers being responsible for curriculum. this is one place in the script where you get to fill in the blank as to what problem this addresses.

While we are at it, lets have teachers reconsider sequential planning, team planning, if not team teaching, self pacing, pre and post tests, giving grades earned rather than what they perceive higher authorities or parents demand.

The flip side of that coin is to let teachers teach and parents and principals stay within their appropriate bounds.

Initiate at once training tor creativity. That means, in lay terms, put music, art, drama, dance and cooking right back in the classroom as required and as subjects for individual lessons. This may mean a reduction in athletics, that great promoter of social skills. And that's from a high school five letter winner. The art training we are talking about recognizes that creativity comes after mastery. No monkey art here please.

Foreign language for all pupils should begin during the pre-school training. We had best adopt pre-school learning centers since pre-schools are an idea whose time has come. Frankly, Spanish is another idea that should be required since we may well follow Canada as a bi-lingual nation. At least a major section of our country is quickly becoming same. For a whole lot of cultural, religious, and political reasons, learning Spanish might just aid understanding, although it doesn't appear to help one get elected President.

Let me cite a collection of ideas -- or is it a clutch, a bevy, a bag or a copse of ideas, no matter -- the charges of schools lacking rigor and basics may be true so some of my recommended initiatives would include more solid core subjects -- especially chemistry, physics, and mathematics. At all levels, the dilettante approach now used is out. Vocational arts needs to be overhauled and the program needs to be required from middle elementary through college for both male and female.

Remedial centers need to be part of all schools and all programs. The only thing really stopping productivity is lack of knowledge, not race, religion or personal preferences.

I learned an abbreviated version of hydraulics and fluid mechanics plus a little accountancy replete with trigonometry at 45 years of age when the government decided I was going to be a fuels officer in the Reserve. If I can do it, the the door is open.

And so it goes, the list could be as lengthy as Mozart's listing in the Schwann catalogue or the combined batting averages of Hank Aaron, Hank Greenberg and Al Kaline.

Where is George Washington while all this is going on?

This may come as a surprise, particularly to those bartering souvenirs of George, but he is gone. Now if you mean that great university almost on the Potomac, and especially the School of Education and Human Development, then I can report that all is well and the faculty of SEHD is moving forward..

Our faculty has been known for some time in a number of areas, and many of our programs are the finest of their kind. I started to list names and programs when I was committing this to paper, but there was no way I could make a list without including everyone.

But in the manner and after the fashion of all productive groups, our Teacher Education planning is on the move.

Based on what we know about learning, research on teaching, practical experience, lobby groups, and sprinkled with a dose of the "C" word, common sense, the School is in the first stage of the process of creating a new curriculum that will make us and our students the techno-giants that we must become to move into the 21st century. Some of the ideas and plans being considered include requiring all students, before student teaching, to pass a basic skills Ensuring that all prospective teachers have 300 hours in the classroom of sequential tasks prior to student Increasing the experiences in special, multiteaching. cultural and civil rights education. Let's throw in computer education and foreign language as requireds, I hope. future calls out to these subjects as sure as Shubert wrote Individualized instruction, self pacing, love songs. interactive video are more ideas who need to find reality.

The critics might say more old wine in new bottles. But wait til they see a new coalition of universities and schools in Atlanta, Houston, Greater Los Angeles, Salt Lake and Toledo with the whole enchilada housed here at old GWU with the focus on outreach to the community in which we live and stressing a model schools program that emphasizes collaborative efforts at infant and early childhood intervention.

Our Centers for Research and International Education are redefining their scope. The reading center is well established, while International Education is new -- but both will have an increased impact on the area and nation in the future.

The Center for Education and National Development is undergoing a redefinition. The Center will have as its primary goals research and service. It will become a place for debate, consultation, research and problem solving. This year the Center has provided service to the Democratic nominee for Governor of the State of Utah, hosted the Model Schools Project, and is scheduling several debates, and forums in the near future that will be national in scope and interest.

Our programs will address a national and international audience. But, and this is important, we will explore new ways to provide outreach to the community in which we live -- as President Trachtenberg is fond of saying: "Washington is our middle name and we must earn the right to wear it proudly."

There is nothing in conflict between having a strong international program and being a center for national issues while working with the District. The District is what will give us -- as the philosopher Henri Bergson has said --

our "Eloso Vitale." What we do in Washington will determine our credibility and our impact in education.

The final scene:

Now I haven't been entirely honest with you -- oh, you got the main feature, but what I didn't tell you is that the story is one of those old RKO serial potboilers. remember, the "Perils of Pauline", "Rin Tin Tin", The This was only Mysterious Death Ray and the Texas Rangers". episode one. I didn't discuss the re-creation of the Teacher Corps, putting senior citizens in the schools, using business, their staff and facilities to help teach K through College, or churches and social agencies in partnership for Moral education based on the the schooling process. simulated field experiences using the model of leadership exercises adopted by the OSS in World War II wasn't mentioned until just now.

How about the upcoming episode where former Secretary Bennett's "Great Books" agenda is analyzed and changed. The book list is substantial with a concept list that draws a more international selection of Works. I mean really, how can you leave out Scandanavia. with Laxness (Iceland, really) Strindberg or the Nobel winner Sigrid Undset who wrote Kristen Lavransdottir a book that had a most profound effect on me at a most crucial time. Schalomi Alechem or a host of Spanish and Latin American writers are necessary corrolaries to any Great Books forum. Lets look at what we are trying to do. By almost any definition, the list of Bennett's is too parochial.

Maybe next time or the time after that we can talk about what education really needs. One thing it doesn't need is the switch mentality -- you know, go cut a switch

SIT Abjects Change for Deans

By 16) College Newspap 16) College Newspapers (local) SLUG: 36) Media a) newspaper reporters b) radio reporters P TE RELEASED: 11-4-88 17) Community (Non-Media) a) Campus b) D.C. TV reporters ERAL d) specialised publications e) calendar listings 1) Local Daily c) Maryland d) Virginia a) Metro Desk b) Style, Capital Life c) National Desk 37) Military a) newspapers 18) Computers d) specialised publications a) newspapers reporters
d) specialised publication reporters 2) Metro Newspapers 38) Museums e) calendar listings a) D.C. b) Maryland (PG County)
c) Maryland (Montgomery County)
d) Northern Virginia d) specialised publication reporter 19) Congress 39) Music a) newspaper reporters b) radio reporters a) newspaper reporters b) radio reporters 3) Local TV c) TV reporters a) News Desk c) TV reporters d) specialised publication reporters d) specialised publication reporter b) Public Affairs Director c) PSA Director e) calendar listings 20) Consumer d) Talk Show/Public Affairs Show a) newspaper reporters 40) Politice b) radio reporters 4) Local Radio

a) News Director a) newspaper reporters b) radio reporters d) specialised publication reporters b) PSA Director c) TV reporters c) Calendar Listings d) specialised publication reporter 21) Dance d) Talk Show/Public Affairs Show a) newspaper reporters 41) Pentagon/Defense b) radio reporters National Security
a) newspaper reporters
c) TV reporters 5) General Interest and News Magasines c) TV reporters a) Local Coverage b) National Coverage d) specialised publication reporters
e) calendar listings d) specialised publications MISCELLANEOUS GENERAL 22) Drama 42) Public Policy
a) newspaper reporters
d) specialised publication reporters a) newspaper reporters 6) National Daily >- leave out b) radio reporters
c) TV reporters a) Washington Bureau
b) Home Office
festyle Editor Hartford d) specialised publication reporters e) calendar listings 43) Public/International Affairs p-Ed Editor State Department
a) newspaper reporters 23) Economics/Finance 7) Wire Services (AP/UPI) b) radio reportera a) newspaper reporters b) radio reporters a) City Desk
b) National Desk c) TV reporters d) specialised publication reporters c) TV reporters c) Broadcast
d) AP Calendar/UPI Daybook d) specialised publication reporters 44) Regulatory Agencies 24) Education
a) newspaper reporters
b) radio reporters a) newspaper reporters 8) Syndicates/News Services b) radio reporters a) Newspapers b) Broadcast c) TV reporters
d) specialised publication reporters c) TV reporters d) specialised publication reporters 9) National Broadcast a) Network Radio News Deek
b) Network Radio Shows
c) Network TV News Deek
d) Network TV Shows 45) Religion a) newspaper reporters 25) Energy d) specialised publication reporters n) newspaper reporters
c) TV reporters 46) Social Sciences (Psychology, d) specialised publication reporters e) Non-Network Radio Talk Shows Sociology) a) newspaper reporters
d) specialised publication reporters 26) Engineering 10) Foreign Media c) TV reporters a) Australian b) British d) specialised publication reporters 47) Science c) Canadian e) calendar listings a) newspaper reporters b) radio reporters d) Hispanic 27) Environment e) Japanese f) French c) TV reporters a) newspaper reporters d) specialised publication reporters c) TV reporters g) German 48) Technology d) specialised publication reporters a) newspaper reporters c) TV reporters 28) Federal (NOTE: <u>Underlined categories</u> which follow are major categories, containing extensive media listings in d) specialised publication reporters
e) calendar listings a) newspaper reporters
b) radio reporters sub-categories a, b, c.

No aderlined categories generally con a listings limited to local media in sub-categories a, b, c.) TV reporters d) specialised publication reporters 49) Telecommunications a) newspaper reporters
d) specialised publication reporters 29) Film a) newspaper reporters b) radio reporters e) calendar listings SUBJECT or AUDIENCE c) TV reporters 50) Travel d) specialised publication reporters
e) calendar listings a) newspaper reporters 11) Advertising/Public Relations/Marketing d) specialised publications a) newspaper reporters (local, national (in-flight magazines) and syndicates) 30) Health Services s) travel trade publications d) specialised publication reporters a) newspaper reporters
b) radio reporters
c) TV reporters (magazine, newsletters, etc.) 51) White House a) newspaper reporters d) specialised publication reporters
e) calendar listings 2) Architecture b) radio reporters a) newspaper reporters
d) specialised publication reporters c) TV reporters d) specialised publication reporters 31) Historical d) specialised publication reporters 3) Art 52) Women's Issues a) newspaper reporters
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News from THE GEORGE WASHINGTON UNIVERSITY Office of University Relations / Washington, D.C. 20052/(202) 994-6460

November 9, 1988

Loretta Hardge (202) 994-6460

FOR IMMEDIATE RELEASE

TRACHTENBERG PROJECTS CHANGING ROLES FOR ACADEMIC DEANS

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Second, Trachtenberg explained that while communications must be systematized or computerized to be handled effectively, more personalized communication is preferable and compounds the workload.

His third point focused on enthusiasm. "Fund-raising," he insists, "is a major commitment that cannot be approached in a halfway spirit. It has an organic integrity of its own."

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Trachtenberg pointed out, "means that the amount of attention a dean must pay to issues that involve hiring, promotion, salary and tenure has probably quintupled in the years since 1960." In addition, he says, "the fact that university curricula and procedures are now discussed on the front pages of major newspapers means that the dean, as the chief academic officer of a school or college within the university, is the one most truly on the firing-line."

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Given the new demands of fund-raising, Trachtenberg noted that universities throughout the nation are having to provide the support needed to make certain "that the dean's job is still a viable one." He added that this new aspect of the dean's role is dawning at a time when the job of dean is already much more demanding that was the case 30 years ago.

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"A PRICE TO BE PAID"

by

Stephen Joel Trachtenberg

When I examined the list of faculty for this conference, and realized that I was the only university president scheduled to speak, I had—I must confess—a small amount of panic. Though I have a certain reputation as a fund-raiser, its not a subject that I've featured in my rounds as a public speaker. Moreover, as a university president I've had my share of experiences in which a dean has either failed to pursue the exquisite fund-raising initiative I recommended, or has proven so zealous in pursuit of a \$25,000 grant that some larger request under preparation by the Development Office—more in the range of \$250,000—has been imperilled or actually stymied.

With that as background, the question I immediately asked myself

Stephen Joel Trachtenberg joined The George Washington University as President and Professor of Public Administration in August 1988. Prior to that he served, for eleven years, as President of the University of Hartford and Professor of Public Administration and Law. Remarks to the Development for Academic Deans Conference of The Council for Advancement and Support of Education, November 9, 1988.

was: "Stephen Joel Trachtenberg, what have you got to say to this group that they don't already know-especially if they've read the June 1988 issue of <u>CASE Currents</u>, which consisted of nothing less than a 'Dean's Guide to Fund-Raising, PR, and Alumni Administration'?" That, in turn, encouraged me to face some facts (a) about myself, and (b) about the nature of a dean's job in today's academic world.

As some of you already know, I have a reputation for being able to get by with no more than three or four hours' sleep a year. That leaves me 364 days and 20 hours to devote to other activities, including my family and academic fund-raising. Between the forty or fifty letters bearing my signature that go to the U.S. Postal Service each day, and a hundred or two hundred personal phone calls, I find it a squeeze--but a necessary squeeze--to get in eight business breakfasts, fourteen business lunches and ten or eleven business dinners each week, not to mention a couple of confirmations, bar mitzvahs and cocktail parties.

With that kind of a schedule, it's no wonder that fund-raising has become a sort of biological function for me, so that when it's finally time for me to be put to rest, I'll probably buzz the undertaker from the funeral home and ask if he'll consider the casket a donation in kind.

For every way of life there's a price to be paid, and in my case the price has to do with delegation and decentralization. I'm so used to personally cultivating individuals, foundations, companies and government agencies -- assisted, of course, by my chief development officer and the school's development staff--that it takes conscious effort and a certain amount of stress for me not to plunge in personally when a paraticular development opportunity appears on the horizon. Having recently moved from a modest-sized university in Connecticut to a much larger one in Washington, I remind myself on a daily basis of the need to delegate and to allow development folks their own initiative -- at the very point in time when those development folks are having to think through the advantages of delegating a significant amount of fund-raising to academic deans.

But the advantage accompanying these personal inclinations is that I know the "feel" of fund-raising from top to bottom, and am the last person to underestimate the challenges—the sheer psychological drains—that are involved in shepherding even a single major donation from the stage at which it's a bright idea to the stage at which it's money in the bank. And I have the additional advantage of being very clearly attuned to the dean's role in a modern university, and to the pressures in addition to fund-raising that he or she confronts on a daily basis.

Those pressures, I need to say at the very outset, have become truly monumental. The fact that we live in such a challenging age means that the amount of attention a dean must pay to issues that involve hiring, promotion, salary and tenure has probably quintupled in the years since 1960. The fact that university curricula and procedures are now discussed on the front pages of major newspapers means that the dean, as the chief academic officer of a school or college within the university, is the one most truly on the firing-line...that a course of action or inaction he or she encourages, approves or recommends could backfire in ways that weren't even imaginable twenty or thirty years ago.

So the moments in reading the June issue of <u>CASE Currents</u> that I found especially memorable were those in which an author would comment on the extent to which major fund-raising might significantly add to a dean's workload and over-all stresses. To quote an old saw, I found that the understatement of the year! Moreover, I could already imagine a scenario in which a dean's pursuit of a million-dollar grant led to some oversight that resulted in a \$3 million lawsuit against the university involved--with indelible effects on his or her long-term reputation and prospects for advancement.

With all of these thoughts and bugaboos ricocheting in my mind, I decided that what I could best contribute to this conference would be a series of reasonably organized mandates and injunctions for the dean wishing to follow the excellent suggestions made by <u>CASE Currents</u> and by my fellow faculty members at this conference. I'm even going to number my injunctions for easy reference, and will begin with...

POINT NUMBER ONE: The need for systems.

As more and more universities have incorporated organizational computer systems into their daily functioning, the word "system" itself has taken on a certain mystical force. The fact that its implied antonym is "chaos" or "disorganization" has made it a buzz-word that often produces automatic assent.

In the long term, of course, computerized systems can hinder as well as help the procedures that ultimately convince a person to attend a particular university, or that person's family to pay for him or her to do so. A colleague of mine recently observed that in the past three decades the center of gravity in schools of higher education has increasingly shifted to the Registrar's Office, which keeps track of the grades and degrees that have become such obsessive concerns for students and families who see

education as primarily the prelude to a well-paying career. Excessive attention to the aspects of education that can in fact be computerized can have the subtle or not-so-subtle effect of undervaluing the aspects that have to do with actual <u>learning</u>.

Where fund-raising is concerned, however, systems play a truly critical role. Though every fund-raiser has a favorite anecdote about the \$500,000 grant that was obtained through an unexpected conversation in the lounge at the airport, most would agree that the basis for the bulk of the money actually raised is laid through daily unremitting work in the areas of research and publicity.

When I look at how I spend my 18-hour day on an average day, I realize that I keep the wheeldexes of my secretaries spinning in a non-stop round of human contact and communication. People are used to receiving from me, via the telephone and the mails, a Niagara of personal greetings, bright ideas, congratulations on some recent accomplishment or happy event, clippings from newspapers and magazines, copies of personal correspondence with third parties, as well as documents generated by every corner of the university that I am serving as president. These communications, in turn, lay the basis for a fund-raising appeal that may come two or three or five years down the pike--by which time the person being solicited may regard me as, at the very

least, a blood-brother or member of the family.

Keeping that sort of flow going if you are an academic dean--and even if you don't try to match my own hyperbolical pace--will probably add at least twenty or thirty percent to your workload. That's especially the case when you remember that an obvious omission--when a child is born or a family scion wins the Nobel Prize--will be taken much more seriously when you've built an excellent track record of "keeping in touch." Which leads me to...

POINT NUMBER TWO: The need to build systems that don't look systematic.

More and more people, when they open their mail each morning, discard any item that doesn't have first-class postage on it. And they feel positively inclined to open only those first-class letters that bear an actual postage stamp, pasted on slightly askew so that it looks as if a human hand had actually done the job.

In other words, our computer- and systems-dominated world has encouraged us to build some very strong defenses against what looks too systematic...alias cold and inhuman. Where communications with potential donors are concerned, it's the piece of

mail or the phone call that <u>doesn't</u> look as if it's part of a systematic campaign—the communication that's marked by what used to be called "the human touch"—that can produce the best results when a solicitation is finally made especially if it's one of half a dozen comparable contacts over a period of a year or so.

That's the point at which an academic dean who is seriously engaged in fund-raising may have to raise the percentage of time spent on this function from thirty percent to thirty-three or thirty-four percent. It's not enough to turn the task over to an associate or assistant dean who delivers a weekly or monthly report on fund-raising activities. The critical moment is when a word-processed letter that begins "Dear Mr. and Mrs. Williamson" is grabbed by the dean, who crosses out the formal mode of address and personally writes in "Dear Bubbles and Chuck."

Systems can go a certain distance toward licking the problem of how to keep in touch with a significant number of potential donors. Properly handled, they can even produce mailings of high quality. It's the ultimate personal touch, the one that makes the recipient feel honored and recognized, that computers are by definition not set up to provide.

Having said all of these daunting things, I'd like to step back for a moment to put this whole matter into a wider perspective. By now it's a cliche to observe that in the past two decades the role of university president has been redefined, and that the core of that redefinition has to do with two functions: fund-raising, and the creation, on behalf of the president's school, of a strong and successful image. Indeed, we still hear occasional laments to the effect that the modern university president is all too seldom involved in anything resembling the life of the mind or the pursuit of knowledge for its own sake...and is about as likely to drop in unexpectedly on a department meeting as to spend a weekend on Mars.

In the early seventies, American university presidents left Eden behind and obeyed the injunction to earn their bread by the sweat running down their furrowed brows. The same expulsion from Paradise is what now confronts those who play leadership roles at Oxford, Cambridge, and all of the more recent British universities. It's possible that this conference is a large straw in the wind suggesting that a similar fate may be approaching those who started their lives as academicians, and then bit the apple that turned them into academic deans.

Fund-raising has become too important to our universities to be

left, in most cases, with the president and the development office. Just as I have had to give up the illusion that I can always be on my white horse leading the charge that will bring in yet another \$10 million or \$50 million, so entire development offices in large universities are having to give up the illusion that they can truly be on all of the front lines simultaneously.

The result may very well be, within five or six years, that fund-raising ability will become one of the two or three main desiderata considered when a dean is appointed. In that case, the successful fund-raising deans of today will be seen in retrospect as the first of a--quote--"new breed" that has become the norm, and has replaced the earlier version as relentlessly as Cro-Magnon Man replaced the Neanderthals.

If indeed we are seeing a shift of this kind...and I think there is a strong possibility of that being the case...then I think that my next statement has to be...

POINT NUMBER THREE: Systems, once a dean has put them in place, must function at least as well internally as externally.

As a number of fund-raising deans testified in the June issue of CASE Currents, there is no real substitute in this line of work for wholehearted, fully committed enthusiasm. But enthusiasm,

like every other human quality, carries a risk as well as a benefit. If the overly professional, overly tidy fund-raiser risks coming across as too detached to summon up the deepest passions of the potential donor, the fund-raiser who's as buoyant as a football coach at half-time risks coming across as amateurish and sloppy--qualities that aren't likely to reassure a well-heeled person who spends a good deal of time and effort holding onto the money he or she has earned or inherited, or the crucial figure at a foundation or corporation.

Donors, be they individuals or foundations or corporations, have become masters at examining the claims, credentials and assertions of those who are asking them for money. God help you if what you are saying contradicts what the president of the school or the chairman of the board of trustees was saying only last week at a dinner attended by your prospect. God help you if the prospect has been reading school publications other than those you mail to him or her, and has spotted a problem papered over in your own presentation. God help you most of all if the donor university has telephoned the president of the a--quote--"casual chat" while you're on the plane that's carrying you to a meeting with that donor -- and you haven't previously informed the president that the meeting is taking place.

In the real world of fund-raising, things like that happen. Though the June issue of <u>CASE Currents</u> distinguishes between schools where fund-raising is centralized and those where decentralization is the rule, it's quick to add that some blend of the two styles is practically inevitable. And what that means for a fund-raising dean is that the percentage of time spent on this function may have to go up from 34 percent to 36 or 37 percent as he or she makes certain that projects underway are routinely communicated, in an effective form, to the development office and to the university's president.

In short, what we are in the process of doing at this conference—which is itself a bellwether conference pointing the way towards a new academic dispensation—is to redefine the role of academic dean in a way that many present—day deans will fail to relish. For quite some time now, it has been common to define university presidents as being, among other things, Superman or Superwoman. The day of the Superdean has now begun to dawn. That's important news that will have to be brought quite soon to faculty members who are quite devoted to the idea that their dean is—quote—"one of us"...and the kind of fellow or gal who will never turn into something as hideous as a full—blown administrator.

Most of all is that true when we consider one likely outcome of the direction in which we are moving--which is that as the dean becomes an active fund-raiser the associate dean may have to do a lot more than offer support. To an increasing extent, the associate dean may be the one conducting academic business on a day-to-day basis, awaiting the dean's return, on his or her white horse, from the latest assault on the castle called Money.

Behind all of the reasoning I've put myself through in order to present this talk, and a lot of the reasoning you are being exposed to at this conference, there lurks a certain paradox. At a time when universities are often accused of having lost their way, and of becoming excessively preoccupied with financial as opposed to traditional academic concerns, deans have become more significant public figures precisely because they are identified with the academic meat-and-potatoes that ought to be the concern of a self-respecting university. The representative function they play has, in turn, made them ever more attractive candidates to go out and raise money—which in turn will tend to pull them away from the grindstone where intellectual issues are hopefully honed to razor—sharpness and academic decisions made accordingly.

But one thing is for certain. Fund-raising is a major commitment that cannot be approached in a halfway spirit. It has an organic integrity of its own. Even if a dean receives all kinds of guidance and support from the development office, he or she will soon find that a bite out of this particular apple leads to complete consumption of the fruit. Seeing to it that the Dean's job is still a viable one after the apple has been nibbled down to the core is the task that will soon confront each university within our higher education system, and American higher education as a whole.

I welcome you to our brave new world! And I thank you for your attention.

XXX

November 8, 1988 Loretta Hardge (202) 994-6460

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Trachtenberg presented three mandates and injunctions for deans the need for systems, building systems that don't look systematic, systems that function at least as well internally as externally.

He contends that "the basis for the bulk of the money actually raised is laid through daily unremitting work in the areas of research and publicity." His first point emphasized the critical nature of communications, "a non-stop round of human contact and communication," that mark the effective fund-raiser and represent a new and timeconsuming undertaking for deans.

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FOR RELEASE Wednesday, November 9th

TRACHTENBERG SEES ACADEMIC RESTRUCTURING AS DEANS BECOME FUND-RAISERS FOR THEIR SCHOOLS

As growing numbers of academic deans add fund-raising activities to their other roles, universities will have to make some significant adjustments, according to Stephen Joel Trachtenberg, President of The George Washington University.

Speaking today to a conference on "Development for Academic Deans" at the Hyatt Regency Hotel in Bethesda, MD, Trachtenberg declared that just as university presidents are commonly defined "as being, among other things, Superman or Superwoman," so "the day of the Superdean has now begun to dawn."

He added that this is "important news that will have to be brought quite soon to faculty members who are quite devoted to the idea that their dean is 'one of us' -- and the kind of fellow or gal who will never turn into something as hideous as a full-blown administrator."

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Trachtenberg declared. Universities throughout the nation will have to provide the support needed to make certain "that the dean's job is still a viable one."

Trachtenberg noted that university fund-raising, when properly done, takes up large amounts of time. Academic deans who undertake it may see as much as thirty or forty percent of their job devoted to the work it entails. And this will

happen, he told the conference, at a time when the job of dean is already much more demanding than was the case thirty years ago.

"The fact that we live in such a litigious age means that the amount of attention a dean must pay to issues that involve hiring, promotion, salary and tenure has probably quintupled in the years since 1960," Trachtenberg said. "The fact that university curricula and procedures are now discussed on the front pages of major newspapers means that the dean, as the chief academic officer of a school or college within the university, is the one most truly on the firing-line."

But Trachtenberg saw the "new breed" of fund-raising dean as almost inevitable in today's academic world, where even the president and the development office cannot muster sufficient resources to keep up with the financial needs posed by modern research and teaching.

Trachtenberg noted "a certain paradox" in the fact that academic deans are moving into the function of raising money for their institutions. Deans are the university officers most clearly identified "with the academic meat-and-potatoes that ought to be the concern of a self-respecting university," he said. But it is this fact that has "made them more attractive candidates to go out and raise money -- which in turn will tend to pull them away from the grindstone where intellectual issues are hopefully honed to razor-sharpness and academic decisions made accordingly."

The conference, which is taking place on November 9th, 10th and 11th, is sponsored by CASE, the Council for Adancement and Support of Education, headquartered in Washington. Members of CASE include development and public relations officers from universities and colleges throughout the United States and Canada.

FOR RELEASE Wednesday, November 9th

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"A PRICE TO BE PAID"

by

Stephen Joel Trachtenberg

When I examined the list of faculty for this conference, and realized that I was the only university president scheduled to speak, I had—I must confess—a small amount of panic. Though I have a certain reputation as a fund-raiser, its not a subject that I've featured in my rounds as a public speaker. Moreover, as a university president I've had my share of experiences in which a dean has either failed to pursue the exquisite fund-raising initiative I recommended, or has proven so zealous in pursuit of a \$25,000 grant that some larger request under preparation by the Development Office—more in the range of \$250,000—has been imperilled or actually stymied.

With that as background, the question I immediately asked myself

Stephen Joel Trachtenberg joined The George Washington University as President and Professor of Public Administration in August 1988. Prior to that he served, for eleven years, as President of the University of Hartford and Professor of Public Administration and Law. Remarks to the Development for Academic Deans Conference of The Council for Advancement and Support of Education, November 9, 1988.

was: "Stephen Joel Trachtenberg, what have you got to say to this group that they don't already know--especially if they've read the June 1988 issue of <u>CASE Currents</u>, which consisted of nothing less than a 'Dean's Guide to Fund-Raising, PR, and Alumni Administration'?" That, in turn, encouraged me to face some facts (a) about myself, and (b) about the nature of a dean's job in today's academic world.

As some of you already know, I have a reputation for being able to get by with no more than three or four hours' sleep a year. That leaves me 364 days and 20 hours to devote to other activities, including my family and academic fund-raising. Between the forty or fifty letters bearing my signature that go to the U.S. Postal Service each day, and a hundred or two hundred personal phone calls, I find it a squeeze--but a necessary squeeze--to get in eight business breakfasts, fourteen business lunches and ten or eleven business dinners each week, not to mention a couple of confirmations, bar mitzvahs and cocktail parties.

With that kind of a schedule, it's no wonder that fund-raising has become a sort of biological function for me, so that when it's finally time for me to be put to rest, I'll probably buzz the undertaker from the funeral home and ask if he'll consider the casket a donation in kind.

For every way of life there's a price to be paid, and in my case the price has to do with delegation and decentralization. I'm so used to personally cultivating individuals, foundations, companies and government agencies -- assisted, of course, by my school's development chief development officer and the staff--that it takes conscious effort and a certain amount of stress for me not to plunge in personally when a paraticular development opportunity appears on the horizon. Having recently moved from a modest-sized university in Connecticut to a much larger one in Washington, I remind myself on a daily basis of the need to delegate and to allow development folks their own initiative -- at the very point in time when those development folks are having to think through the advantages of delegating a significant amount of fund-raising to academic deans.

But the advantage accompanying these personal inclinations is that I know the "feel" of fund-raising from top to bottom, and am the last person to underestimate the challenges—the sheer psychological drains—that are involved in shepherding even a single major donation from the stage at which it's a bright idea to the stage at which it's money in the bank. And I have the additional advantage of being very clearly attuned to the dean's role in a modern university, and to the pressures in addition to fund-raising that he or she confronts on a daily basis.

Those pressures, I need to say at the very outset, have become truly monumental. The fact that we live in such a challenging age means that the amount of attention a dean must pay to issues that involve hiring, promotion, salary and tenure has probably quintupled in the years since 1960. The fact that university curricula and procedures are now discussed on the front pages of major newspapers means that the dean, as the chief academic officer of a school or college within the university, is the one most truly on the firing-line...that a course of action or inaction he or she encourages, approves or recommends could backfire in ways that weren't even imaginable twenty or thirty years ago.

So the moments in reading the June issue of <u>CASE Currents</u> that I found especially memorable were those in which an author would comment on the extent to which major fund-raising might significantly add to a dean's workload and over-all stresses. To quote an old saw, I found that the understatement of the year! Moreover, I could already imagine a scenario in which a dean's pursuit of a million-dollar grant led to some oversight that resulted in a \$3 million lawsuit against the university involved--with indelible effects on his or her long-term reputation and prospects for advancement.

With all of these thoughts and bugaboos ricocheting in my mind, I decided that what I could best contribute to this conference would be a series of reasonably organized mandates and injunctions for the dean wishing to follow the excellent suggestions made by <u>CASE Currents</u> and by my fellow faculty members at this conference. I'm even going to number my injunctions for easy reference, and will begin with...

POINT NUMBER ONE: The need for systems.

As more and more universities have incorporated organizational computer systems into their daily functioning, the word "system" itself has taken on a certain mystical force. The fact that its implied antonym is "chaos" or "disorganization" has made it a buzz-word that often produces automatic assent.

In the long term, of course, computerized systems can hinder as well as help the procedures that ultimately convince a person to attend a particular university, or that person's family to pay for him or her to do so. A colleague of mine recently observed that in the past three decades the center of gravity in schools of higher education has increasingly shifted to the Registrar's Office, which keeps track of the grades and degrees that have become such obsessive concerns for students and families who see

education as primarily the prelude to a well-paying career. Excessive attention to the aspects of education that can in fact be computerized can have the subtle or not-so-subtle effect of undervaluing the aspects that have to do with actual learning.

Where fund-raising is concerned, however, systems play a truly critical role. Though every fund-raiser has a favorite anecdote about the \$500,000 grant that was obtained through an unexpected conversation in the lounge at the airport, most would agree that the basis for the bulk of the money actually raised is laid through daily unremitting work in the areas of research and publicity.

When I look at how I spend my 18-hour day on an average day, I realize that I keep the wheeldexes of my secretaries spinning in a non-stop round of human contact and communication. People are used to receiving from me, via the telephone and the mails, a Niagara of personal greetings, bright ideas, congratulations on some recent accomplishment or happy event, clippings from newspapers and magazines, copies of personal correspondence with third parties, as well as documents generated by every corner of the university that I am serving as president. These communications, in turn, lay the basis for a fund-raising appeal that may come two or three or five years down the pike--by which time the person being solicited may regard me as, at the very

least, a blood-brother or member of the family.

Keeping that sort of flow going if you are an academic dean--and even if you don't try to match my own hyperbolical pace--will probably add at least twenty or thirty percent to your workload. That's especially the case when you remember that an obvious omission--when a child is born or a family scion wins the Nobel Prize--will be taken much more seriously when you've built an excellent track record of "keeping in touch." Which leads me to...

POINT NUMBER TWO: The need to build systems that don't look systematic.

More and more people, when they open their mail each morning, discard any item that doesn't have first-class postage on it. And they feel positively <u>inclined</u> to open only those first-class letters that bear an actual postage stamp, pasted on slightly askew so that it looks as if a human hand had actually done the job.

In other words, our computer- and systems-dominated world has encouraged us to build some very strong defenses against what looks too systematic...alias cold and inhuman. Where communications with potential donors are concerned, it's the piece of

mail or the phone call that <u>doesn't</u> look as if it's part of a systematic campaign—the communication that's marked by what used to be called "the human touch"—that can produce the best results when a solicitation is finally made especially if it's one of half a dozen comparable contacts over a period of a year or so.

That's the point at which an academic dean who is seriously engaged in fund-raising may have to raise the percentage of time spent on this function from thirty percent to thirty-three or thirty-four percent. It's not enough to turn the task over to an associate or assistant dean who delivers a weekly or monthly report on fund-raising activities. The critical moment is when a word-processed letter that begins "Dear Mr. and Mrs. Williamson" is grabbed by the dean, who crosses out the formal mode of address and personally writes in "Dear Bubbles and Chuck."

Systems can go a certain distance toward licking the problem of how to keep in touch with a significant number of potential donors. Properly handled, they can even produce mailings of high quality. It's the ultimate personal touch, the one that makes the recipient feel honored and recognized, that computers are by definition not set up to provide.

Having said all of these daunting things, I'd like to step back for a moment to put this whole matter into a wider perspective. By now it's a cliche to observe that in the past two decades the role of university president has been redefined, and that the core of that redefinition has to do with two functions: fund-raising, and the creation, on behalf of the president's school, of a strong and successful image. Indeed, we still hear occasional laments to the effect that the modern university president is all too seldom involved in anything resembling the life of the mind or the pursuit of knowledge for its own sake...and is about as likely to drop in unexpectedly on a department meeting as to spend a weekend on Mars.

In the early seventies, American university presidents left Eden behind and obeyed the injunction to earn their bread by the sweat running down their furrowed brows. The same expulsion from Paradise is what now confronts those who play leadership roles at Oxford, Cambridge, and all of the more recent British universities. It's possible that this conference is a large straw in the wind suggesting that a similar fate may be approaching those who started their lives as academicians, and then bit the apple that turned them into academic deans.

Fund-raising has become too important to our universities to be

left, in most cases, with the president and the development office. Just as I have had to give up the illusion that I can always be on my white horse leading the charge that will bring in yet another \$10 million or \$50 million, so entire development offices in large universities are having to give up the illusion that they can truly be on all of the front lines simultaneously. The result may very well be, within five or six years, that fund-raising ability will become one of the two or three main desiderata considered when a dean is appointed. In that case, the successful fund-raising deans of today will be seen in retrospect as the first of a--quote--"new breed" that has become the norm, and has replaced the earlier version as relentlessly as Cro-Magnon Man replaced the Neanderthals.

If indeed we are seeing a shift of this kind...and I think there is a strong possibility of that being the case...then I think that my next statement has to be...

POINT NUMBER THREE: Systems, once a dean has put them in place, must function at least as well internally as externally.

As a number of fund-raising deans testified in the June issue of CASE Currents, there is no real substitute in this line of work for wholehearted, fully committed enthusiasm. But enthusiasm,

like every other human quality, carries a risk as well as a benefit. If the overly professional, overly tidy fund-raiser risks coming across as too detached to summon up the deepest passions of the potential donor, the fund-raiser who's as buoyant as a football coach at half-time risks coming across as amateurish and sloppy--qualities that aren't likely to reassure a well-heeled person who spends a good deal of time and effort holding onto the money he or she has earned or inherited, or the crucial figure at a foundation or corporation.

Donors, be they individuals or foundations or corporations, have become masters at examining the claims, credentials and assertions of those who are asking them for money. God help you if what you are saying contradicts what the president of the school or the chairman of the board of trustees was saying only last week at a dinner attended by your prospect. God help you if the prospect has been reading school publications other than those you mail to him or her, and has spotted a problem papered over in your own presentation. God help you most of all if the donor telephoned the president of the university a--quote--"casual chat" while you're on the plane that's carrying you to a meeting with that donor--and you haven't previously informed the president that the meeting is taking place.

In the real world of fund-raising, things like that happen. Though the June issue of <u>CASE Currents</u> distinguishes between schools where fund-raising is centralized and those where decentralization is the rule, it's quick to add that some blend of the two styles is practically inevitable. And what that means for a fund-raising dean is that the percentage of time spent on this function may have to go up from 34 percent to 36 or 37 percent as he or she makes certain that projects underway are routinely communicated, in an effective form, to the development office and to the university's president.

In short, what we are in the process of doing at this conference—which is itself a bellwether conference pointing the way towards a new academic dispensation—is to redefine the role of academic dean in a way that many present—day deans will fail to relish. For quite some time now, it has been common to define university presidents as being, among other things, Superman or Superwoman. The day of the Superdean has now begun to dawn. That's important news that will have to be brought quite soon to faculty members who are quite devoted to the idea that their dean is—quote—"one of us"...and the kind of fellow or gal who will never turn into something as hideous as a full—blown administrator.

Most of all is that true when we consider one likely outcome of the direction in which we are moving—which is that as the dean becomes an active fund-raiser the associate dean may have to do a lot more than offer support. To an increasing extent, the associate dean may be the one conducting academic business on a day-to-day basis, awaiting the dean's return, on his or her white horse, from the latest assault on the castle called Money.

Behind all of the reasoning I've put myself through in order to present this talk, and a lot of the reasoning you are being exposed to at this conference, there lurks a certain paradox. At a time when universities are often accused of having lost their way, and of becoming excessively preoccupied with financial as opposed to traditional academic concerns, deans have become more significant public figures precisely because they are identified with the academic meat-and-potatoes that ought to be the concern of a self-respecting university. The representative function they play has, in turn, made them ever more attractive candidates to go out and raise money—which in turn will tend to pull them away from the grindstone where intellectual issues are hopefully honed to razor-sharpness and academic decisions made accordingly.

But one thing is for certain. Fund-raising is a major commitment that cannot be approached in a halfway spirit. It has an organic integrity of its own. Even if a dean receives all kinds of guidance and support from the development office, he or she will soon find that a bite out of this particular apple leads to complete consumption of the fruit. Seeing to it that the Dean's job is still a viable one after the apple has been nibbled down to the core is the task that will soon confront each university within our higher education system, and American higher education as a whole.

I welcome you to our brave new world! And I thank you for your attention.

XXX

November 9, 1988

Loretta Hardge 202/ 994-6460

FOR IMMEDIATE RELEASE

GEORGE WASHINGTON UNIVERSITY TO BUILD VIRGINIA CAMPUS

WASHINGTON, D.C. -- The George Washington University will be expanding into Northern Virginia, Stephen Joel Trachtenberg, president of the University, announced today. A favorable vote by the Loudoun County Board of Supervisors on rezoning property for a University Center project clears the way for the establishment of the Northern Virginia campus.

At its Nov. 7 meeting the Loudoun County Board of Supervisors voted seven to one to rezone a 576-acre property slated to be a mixed-use development with the George Washington University campus at its center. Located at the intersection of Route 7 and Route 28, University Center is a joint project of the University, the Charles E. Smith Companies and the Michael J. Swerdlow Companies.

In the initial stages of development, the new campus will offer professional and graduate programs and provide new

facilities to support University research programs. To start, a 70,000-square-foot facility for classrooms, laboratory space, a library and administrative offices will be built. Classes are expected to open in 1991.

Plans for the Research Center include establishing a George Washington University Center for High Technology, which will focus on enhancing the region's industrial competitiveness by merging academia with industry for joint research and development programs.

"We are immensely appreciative of the support for The George Washington University Northern Virginia Campus by the Loudoun County Board of Supervisors," Trachtenberg said. "Together, we have the opportunity to create a dynamic graduate education and research center which will attract top scientists, teachers and students, while contributing greatly not only to its home community but to America's competitiveness as well," he added.

The developers provided a gift of 50 acres of land for the University campus and research center, an option to purchase an additional 79 acres for future expansion, and a permanent 20 percent income participation in endowment in the proceeds of the development, which must be reinvested in the Northern Virginia Campus in Loudoun County.

Trachtenberg said, "The University Center project represents a first step in our partnership with the private and public sectors." University Center combines a major university with the

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high technology interests of some of the world's leading corporations and incorporates Loudoun County's own new vision statement.

"The University Center takes the academic, research and scholarly talents of an extraordinary University faculty and puts them in new laboratories and classroom facilities adjacent to offices and activity of high tech companies of industry and commerce," Trachtenberg said, "in a way that will serve scholarship, students and Loudoun County and the District of Columbia, and transcending all of those, will serve America."

The project includes 321 acres for research and development, office and retail uses, 52 acres for residential uses, and 123 acres for open space. Provisions have been made for affordable housing, ample common areas and significant transportation improvements. Some \$18 million in regional road improvements will be provided by the developers in accordance with a comprehensive phasing program designed to keep improvements in pace with the development of University Center.



News from THE GEORGE WASHINGTON UNIVERSITY Office of University Relations / Washington, D.C. 20052 / (202) 994-6460

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The Charles E. Smith Companies

1735 JEFFERSON DAVIS HIGHWAY, CRYSTAL CITY, ARLINGTON, VIRGINIA 22202 / (703) 920-8500

UNIVERSITY CENTER

University Center represents a partnership between academia, industry and the public sector. In keeping with Loudoun County's "vision program", it combines a major university with the high technology interests of some of the world's leading corporations, and brings exceptional educational and business opportunities to the area.

A meticulously planned, 576-acre mixed-use community, University Center is strategically located at the intersection of Route 7 and Route 28 in Loudoun County. It is the location of The George Washington University's new Northern Virginia Campus, which will offer graduate and professional programs and house a University Research Center. University Center incorporates:

*The George Washington University Campus and Research Center/130 acres

*Research and Development, Office and Retail Uses/321 acres

*Residential Uses/52 acres

*Open Space/123 acres

Research and Development, Office and Retail Uses will surround The George Washington University Campus and Research Center, creating an efficient and attractive business environment well-suited to firms relocating to the Route 28 corridor area.

To develop University Center to its fullest potential, the Charles E. Smith Companies have joined together with the Michael J. Swerdlow Companies. The development partnership has provided The George Washington University with:

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*An option to purchase an additional 79 acres for future expansion
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Campus in Loudoun County

\$18 million in regional road improvements will be provided by the developers in accordance with a comprehensive phasing program designed to keep improvements in pace with the development of University Center. \$3.5 million in improvements to Route 7 will start prior to development. The developers have committed to advance another \$14 million for additional regional road improvements. These improvements will provide University Center with exceptional accessibility.

The Charles E. Smith Companies

1735 JEFFERSON DAVIS HIGHWAY, CRYSTAL CITY, ARLINGTON, VIRGINIA 22202 / (703) 920-8500

THE GEORGE WASHINGTON UNIVERSITY CAMPUS AND RESEARCH CENTER

The George Washington University's new Northern Virginia Campus will provide a highly accessible, pleasant setting for graduate education and research programs dedicated to combining the teaching of major concepts with practical application in industry. These programs will be supported by on-going research.

In the initial plan of development, The George Washington University will offer, through its degree-granting schools and continuing education division, programs and degrees of value to the high technology firms in the area. To start, it will build a 70,000-square-foot facility housing classrooms, laboratory space, a library and administrative offices.

Plans for the research program include establishing a joint effort between The George Washington University and American industry focused on strengthening engineering and technology in the United States. These joint activities will enhance the region's industrial competitiveness. These programs will be developed in concert with local and regional industry and business concerns.

The George Washington University will work closely with the developers of University Center to help create and tailor academic and research projects to meet the needs of businesses that are considering relocating to University Center.

November 8, 1988

Loretta Hardge 202/ 994-6460

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New GWU Campus Included in Plan

By Cornelius F. Foote Jr. Washington Post Staff Writer

The Loudoun County Board of Supervisors approved a large officeresidential development yesterday that will include a campus of George Washington University and twice as much office space as the Pentagon when completed.

The project, known as Northern Virginia Center, will help the county attract companies that may want to take advantage of the university's educational and research facilities, developers and county officials said. It is expected to provide 25,000 jobs and bring an estimated \$6 million a year in tax revenue to the fast-growing county, developers said.

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See LOUDOUN, B2, Col. 3

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LOUDOUN, From B1

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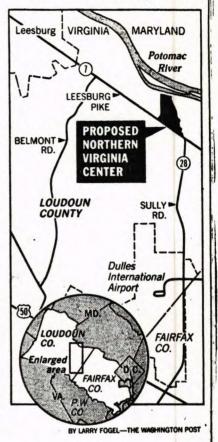
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November 8, 1988

Loretta Hardge 202/ 994-6460

FOR IMMEDIATE RELEASE

GEORGE WASHINGTON UNIVERSITY TO BUILD VIRGINIA CAMPUS

WASHINGTON, D.C. -- The George Washington University will be expanding into Virginia, Stephen Joel Trachtenberg, president of the University, announced today. A favorable vote by the Loudoun County Board of Supervisors on rezoning property for a University Center project clears the way for the establishment of a Northern Virginia Campus.

At its Nov. 7 meeting the Loudoun County Board of Supervisors voted seven to one to rezone property slated to be a 576-acre, mixed-use development with the Geroge Washington University campus at its center. Located at the intersection of Route 7 and Route 28, University Center is a joint project of the University, the Charles E. Smith Companies and the Michael J. Swerdlow Companies.

In the initial plan of development, the new campus will offer professional and graduate programs and provide new

Draft.

The George Washington University plans Northern Virginia Campus and REsearch Center

The George Washington University is moving forward with plans for the new and Research Center northern virginia campus/in Loudoun County. The county's Board of Supervisors yesterday approved re-zoning of the University Center property clearing the way for a 576-acre, mixed-use development centered around the new campus. Located at the intersection of Route 7 and Routh 28 in Loudoun County, the center incorporates 130 acres for the University campus and research center.

In the initial plan of development, the new campus will offer professional and graduate programs throught the degree-granting school of the University/

The campus also will provide new facilities to support the University's research programs. To start, a 70,000-square-foot facility for classrooms, laboratory space, and a library and administrative offices will be built.

Classes are expected to open in 1991.

Stephen Joel Trachtenberg, president of the University, said The Board of Supervisors decision represents a milestone in our progress toward this new campus and research facility. The support of this project is a vital part of the university's efforts to emphasize research and both at the Northern Virginia Campus and at the main campus."

Plans for the Research Center include establishing a George Washington University Center for High Technology, which will focus on enhancing the region's industrial competitiveness by merging academi $\hat{\boldsymbol{\xi}}$ and industry through joint research and development programs.

The developers provided a gift of 50 acres of land for the University campus and research center, an option to purchase an additional 79 acres for future expansion, and a permanent 20 percent income participation endowment in the net proceeds of the development, which must be reinvested in the Northern Virginia Campus in Loudoun County.

The Charles E. Smith Companies

1735 JEFFERSON DAVIS HIGHWAY, CRYSTAL CITY, ARLINGTON, VIRGINIA 22202 / (703) 920-8500

FOR IMMEDIATE RELEASE November 7, 1988

CONTACT: Robin Feierstein

(703) 769-1299

LOUDOUN COUNTY BOARD APPROVES RE-ZONING OF UNIVERSITY CENTER

ARLINGTON, Virginia ... The Loudoun County Board of Supervisors tonight approved re-zoning of the University Center property from agricultural to research and development use. The favorable vote clears the way for a 576-acre, mixed-use development centered around The George Washington University's new Northern Virginia Campus and Research Center. University Center is a joint development by the Charles E. Smith Companies and the Michael J. Swerdlow Companies.

Located at the intersection of Route 7 and Route 28 in Loudoun County, University Center incorporates 130 acres for The George Washington University's Campus and Research Center, 321 acres for research and development, office and retail uses, 52 acres for residential uses, and 123 acres for open space. Provisions have been made for affordable housing, ample common areas and significant transportation improvements.

"During the past 2 1/2 years, we have been working on the planning of a mixed-use project that would make a contribution to the community in terms of quality of architecture, site development, sensitivity to local concerns, and the bringing to Loudoun County of an exceptional educational facility that would be an ongoing asset and resource to

University Center/...page 2

the people of this area. Working together, we believe we have set a standard of excellence of which the entire community can be proud," said Robert H. Smith, President of Charles E. Smith Construction, Inc.

In the initial plan of development, George Washington University's new Campus will offer professional and graduate programs through the degree-granting schools of The University. The Campus will also provide new facilities to support The University's research programs. To start, a 70,000-square-foot facility for classrooms, laboratory space, a library and administrative offices will be built.

"We are immensely appreciative of the support for The George
Washington University Northern Virginia Campus by the Loudoun County
Board of Supervisors. Together, we have the opportunity to create a
dynamic graduate education and research center which will attract top
scientists, teachers and students, while contributing greatly not only
to its home community but to America's competitiveness as well," said
Stephen Joel Trachtenberg, President of George Washington University.

Plans for the Research Center include establishing a George
Washington University Center for High Technology, which will focus on
enhancing the region's industrial competitiveness by merging academia
and industry through joint research and development programs.

\$18 million in regional road improvements will be provided by the developers in accordance with a comprehensive phasing program designed

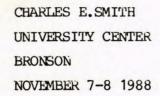
University Center/...page 3

to keep improvements in pace with the development of University

Center. \$3.5 million in improvements to Route 7 will start prior to

development. The developers have committed to advance another \$14

million for additional regional road improvements.



The Loudoun County Board of Supervisors has approved the rezoning for the University Center project. The favorable vote clears the way for a 576 acre development centered around George Washington University's new Northern Virginia Campus. University Center is a joint development by Charles E. Smith and Michael J. Swerdlow Companies. Smith Vice President for Development Greg Pohle says the center at route 28 and route 7 will encompass a variety of components.

POHLE. University Center's mixed use development incorporates George Washington University's Northern Virginia Campus and reserch centers. The mix of uses that surround the campus are residential uses, Research and Development, office and support retail to provide a complete environment. This is an environment that complies with Loudoun County's new vision statement and one that will prove to be a tremendous resource both from a fiscal resource and academic resource to the county.

Pohle says the project will bring a number of opportunities to Loudoun County...including a Northern Virginia Campus of George Washington University.

POHLE. This will be a graduate campus of the University with its main focus toward high tech related fields. The high tech industries that are currently located in this area are required to keep employees current in their fields of endeavor. The academic industry relationship will take the form of research centers and cooperative efforts in developing research projects, research facilities and in the sharing not only of teaching professors but also graduate students to conduct research for industry.

George Washington University President Steven Trachtenberg describes the partnership aspect of the project.

TRACHTENBERG. What we have is a synergy of a private developer, The Charles E. Smith Companies and the University towards a mutual goal. The University Center takes the academic and research and scholarly talents of an extraordinary University Faculty and puts them in new laboratories and classroom facilities adjacent to offices and activity of high tech companies of industry and commerce...and not too far from Dulles Airport in a way that will serve scholarship students and Loudoun County and the District of Columbia and transcending all of those, will serve America.

In	Washington,	I'm	
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Red Bank, NJ 07701

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Diane Katz DETROIT NEWS 1148 National Press Bldg. Washington, DC 20045

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Liz Lilla INSIGHT MAGAZINE 3600 New York Ave., NW Washington, DC 20002

Larry Matthews WMAL-AM 4400 Jenifer Street, NW Washington, DC 20015

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Mary Kay Quinlan GANNETT NEWS SERVICE Box 7858 Washington, DC 20044

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Mary Kay Quinlan GANNETT NEWS SERVICE Box 7858 Washington, DC 20044

Lucia Solorzano U.S. NEWS & WORLD REPORT 2400 N St., NW Washington, DC 20037

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NUMBER OF LABELS PRINTED: 13

pg 3

November 8, 1988 Loretta Hardge

202/ 994-6460

FOR IMMEDIATE RELEASE

GEORGE WASHINGTON UNIVERSITY TO BUILD VIRGINIA CAMPUS

WASHINGTON, D.C. -- The George Washington University will be expanding into Northern Virginia, Stephen Joel Trachtenberg, president of the University, announced today. A favorable vote by the Loudoun County Board of Supervisors on rezoning property for a University Center project clears the way for the establishment of the Northern Virginia campus.

At its Nov. 7 meeting the Loudoun County Board of
Supervisors voted seven to one to rezone a 576-acre property
slated to be a mixed-use development with the George Washington
University campus at its center. Located at the intersection of
Route 7 and Route 28, University Center is a joint project of the
University, the Charles E. Smith Companies and the Michael J.
Swerdlow Companies.

In the initial stages of development, the new campus will offer professional and graduate programs and provide new

facilities to support University research programs. To start, a 70,000-square-foot facility for classrooms, laboratory space, a library and administrative offices will be built. Classes are expected to open in 1991.

Plans for the Research Center include establishing a George Washington University Center for High Technology, which will focus on enhancing the region's industrial competitiveness by merging academia with industry for joint research and development programs.

"We are immensely appreciative of the support for The George Washington University Northern Virginia Campus by the Loudoun County Board of Supervisors," Trachtenberg said. "Together, we have the opportunity to create a dynamic graduate education and research center which will attract top scientists, teachers and students, while contributing greatly not only to its home community but to America's competitiveness as well," he added.

The developers provided a gift of 50 acres of land for the University campus and research center, an option to purchase an additional 79 acres for future expansion, and a permanent 20 percent income participation in endowment in the proceeds of the development, which must be reinvested in the Northern Virginia Campus in Loudoun County.

Trachtenberg said, "The University Center project represents the first step in our partnership with the private and public sectors." University Center combines a major university with the

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GEORGE WASHINGTON TO BUILD VIRGINIA CAMPUS

high technology interests of some of the world's leading corporations and incorporates Loudoun County's own new vision statement.

"The University Center takes the academic, research and scholarly talents of an extraordinary University faculty and puts them in new laboratories and classroom facilities adjacent to offices and activity of high tech companies of industry and commerce," Trachtenberg said, "in a way that will serve scholarship students and Loudoun County and the District of Columbia, and transcending all of those, will serve America."

The project includes 321 acres for research and development, office and retail uses, 52 acres for residential uses, and 123 acres for open space. Provisions have been made for affordable housing, ample common areas and significant transportation improvements. Some \$18 million in regional road improvements will be provided by the developers in accordance with a comprehensive phasing program designed to keep improvements in pace with the development of University Center.

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VIRGINIA CAMPUS

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SLUG: DA AUTHOR: MA DATE RELEASED: GENERAL 1) Local Daily a) Metro Desk b) Style, Capital Life c) National Desk 2) Metro Newspapers a) D.C. b) Maryland (PG County)
c) Maryland (Montgomery County)
d) Northern Virginia 3) Local TV a) News Desk b) Public Affairs Director
c) PSA Director
d) Talk Show/Public Affairs Show 4) Local Radio a) News Director
b) PSA Director Calendar Listings d) Talk Show/Public Affairs Show 5) General Interest and News Magazines a) Local Coverage b) National Coverage MISCELLANEOUS GENERAL 6) National Daily a) Washington Bureau b) Home Office Lifestyle Editor d) Op-Ed Editor Wire Services (AP/UPI) .) City Desk b) National Desk c) Broadcast d) AP Calendar/UPI Daybook 8) Syndicates/News Services a) Newspapers b) Broadcast 9) National Broadcast a) Network Radio News Desk b) Network Radio Shows c) Network TV News Desk d) Network TV Shows e) Non-Network Radio Talk Shows 10) Foreign Media a) Australian b) British c) Canadian d) Hispanic e) Japanese f) French g) German (NOTE: <u>Underlined categories</u> which follow are major categories, containing extensive media listings in sub-categories a, b, c.
Non-underlined categories generally contain listings limited to local media in sub-categories a, b, c.) BJECT or AUDIENCE 11) Advertising/Public Relations/Marketing a) newspaper reporters (local, national and syndicates) d) specialized publication reporters (magazine, newsletters, etc.) 12) Architecture a) newspaper reporters
d) specialised publication reporters 13) Art a) newspaper reporters
b) radio reporters TV reporters d) specialized publication reporters
) calendar listings Black-Oriented Audience a) newspapers b) radio c) TV d) specialized publications 15) Business a) newspaper reporters b) radio reporters c) TV reporters specialised publication reporters e) calendar listings

32) Labor 33) Law/The Courts 35) Literary

16) College Newspapers (local) 17) Community (Non-Media) a) Campus b) D.C. c) Maryland d) Virginia 18) Computers a) newspapers reporters
d) specialized publication reporters e) calendar listings 19) Congress a) newspaper reporters b) radio reporters TV reporters d) specialised publication reporters 20) Consumer a) newspaper reporters b) radio reporters
c) TV reporters d) specialized publication reporters 21) Dance a) newspaper reporters b) radio reporters c) TV reporters
d) specialized publication reporters e) calendar listings 22) Drama a) newspaper reporters b) radio reporters c) TV reporters d) specialized publication reporters e) calendar listings 23) Economics/Finance a) newspaper reporters
b) radio reporters c) TV reporters d) specialized publication reporters 24) Education a) newspaper reporters b) radio reporters c) TV reporters d) specialized publication reporters 25) Energy a) newspaper reporters
c) TV reporters d) specialized publication reporters 26) Engineering
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 d) specialized publication reporters e) calendar listings 27) Environment a) newspaper reporters
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d) specialized publication reporters 28) Federal a) newspaper reporters
b) radio reporters c) TV reporters
d) specialised publication reporters 29) Film a) newspaper reporters
b) radio reporters c) TV reporters d) specialized publication reporters e) calendar listings 30) Health Services a) newspaper reporters b) radio reporters c) TV reporters d) specialized publication reporters e) calendar listings 31) Historical

d) specialised publication reporters

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b) radio reporters c) TV reporters d) specialised publication reporters

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d) specialized publication reporters 34) Libraries

d) specialised publication reporters

a) newspaper reporters
d) specialised publication reporters
e) calendar listings

36) Media a) newspaper reporters b) radio reporters

TV reporters d) specialized publications

e) calendar listings

37) Military

a) newspapers
d) specialized publications

38) Museums d) specialized publication reporte

39) Music

a) newspaper reporters
b) radio reporters
c) TV reporters

d) specialized publication reporte

e) calendar listings

40) Politics a) newspaper reporters
b) radio reporters
c) TV reporters

d) specialized publication reporte

41) Pentagon/Defense
National Security
a) newspaper reporters
c) TV reporters

d) specialized publications

42) Public Policy
a) newspaper reporters

d) specialized publication reporte

43) Public/International Affairs

State Department
a) newspaper reporters b) radio reporters TV reporters

d) specialized publication reporte

44) Regulatory Agencies a) newspaper reporters b) radio reporters

c) TV reporters d) specialized publication reporte

45) Religion a) newspaper reporters
d) specialized publication reporte

46) Social Sciences (Psychology,

Sociology) a) newspaper reporters

d) specialized publication reporte

47) Science

a) newspaper reporters
b) radio reporters c) TV reporters

d) specialised publication reporte

48) Technology a) newspaper reporters
c) TV reporters
d) specialized publication reporter

e) calendar listings

49) Telecommunications a) newspaper reporters
d) specialized publication reporter
e) calendar listings

50) Travel a) newspaper reporters d) specialized publications (in-flight magazines)

z) travel trade publications

51) White House a) newspaper reporters b) radio reporters
c) TV reporters d) specialised publication reporter

52) Women's Issues

a) newspaper reporters
d) specialized publication reporte

53) Women/Family/

Leisure-Oriented Audience d) specialized publications

54) Youth-Oriented Audience a) newspaper reporters/columns

b) radio reporters/shows c) TV shows

OTHER: July Annis

d) specialized publications/report
e) calendar listings

Theatre Dept.

Marvin Cente



News from THE GEORGE WASHINGTON UNIVERSITY Office of University Relations / Washington, D.C. 20052 / (202) 994-6460

Nov. 10, 1988

Mark L. Goldstein (202) 994-6460

PUBLIC SERVICE ANNOUNCEMENT: To run Nov. 10 - 19, 1988 (30 seconds)

NEW YORK DANCER HIGHLIGHTS FALL DANCE CONCERT

THEIR TALENTS IN THIS YEAR'S FALL DANCE CONCERT ON NOVEMBER 17TH, 18TH AND 19TH AT 8 P.M. SPONSORED BY THE THEATRE AND DANCE DEPARTMENT, THE PERFORMANCE WILL FEATURE THE CHOREOGRAPHY OF MARCIA MENEFEE, A DANCER WITH THE MURRAY LOUIS DANCE COMPANY IN NEW YORK. ALL PERFORMANCES TAKE PLACE AT THE MARVIN CENTER THEATRE, 800 21ST STREET, NORTHWEST, ON THE CAMPUS OF THE GEORGE WASHINGTON UNIVERSITY. FOR TICKETS AND INFORMATION, CALL 994-8072. THAT'S 994-8072.



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DINA	LORETTA		
YVETTE	CHARLOTTE		
HELEN	DAN		
SANDY	STACY		
JAMIE	SHIRLEY		
JILL	MARK		
PEGGY	JANE		

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b) radio c) TV

d) specialized publications

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OTHER:

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Nov. 10, 1988 Charlotte Ericson 202/ 994-6460

FOR IMMEDIATE RELEASE

G.W. PRESIDENT URGES COLLEAGUES TO HELP HIM "SHOW THE WORLD" WHAT GEORGE WASHINGTON UNIVERSITY CAN DO

Washington, DC -- The George Washington University is poised to become a role model for many other institutions of higher education in the United States and abroad, according to University President Stephen Joel Trachtenberg.

In a Nov. 9 speech titled "Let's Show the World," Trachtenberg urged members of George Washington's Luther Rice Society to help him spread the good news "to every part of this country and to other nations as well," and he called on them to join him in the "long and arduous task of making the good news even better."

Emphasizing that the world in which we live has "internationalized itself in just about every way imaginable," Trachtenberg praised his predecessors for building a school whose reputation for excellence is both national and international."

"George Washington University is a school that covers the full range of modern professions and disciplines...in ways that are deeply interconnected with its presence here in Washington, DC."

G.W. PRESIDENT URGES COLLEAGUES TO HELP HIM -- Page 2 of 2

He went on to say that "The University's well-developed international connections and location in the heart of the nation's capital add an international dimension to the study of every subject in the George Washington curriculum."

The campus, he said, has become a gathering place for visitors from abroad, including scientists, statesmen, economists and physicians, as well as prominent people in the arts and the humanities.

The University doesn't just offer a sound and solid education, but adds a "unique perspective that makes the education truly first-rate," Trachtenberg said.

"To the extent that we've kept our light slightly hidden under a bushel, we're going to do away with the bushel. To the extent that we've hesitated to move forward with exciting projects and new approaches to the international arena of knowledge, we'll move forward just slowly enough to make sure we keep our books balanced, and just quickly enough so that no-one can accuse us of being shy."

^{*} The Luther Rice Society comprises alumni and friends who are major contributors to The George Washington University.



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He went on to say that "The University's well-developed international connections and location in the heart of the nation's capital add an international dimension to the study of every subject in the George Washington curriculum."

The campus, he said, has become a gathering place for visitors from abroad, including scientists, statesmen, economists and physicians, as well as prominent people in the arts and the humanities.

The University doesn't just offer a sound and solid education, but adds a "unique perspective that makes the education truly first-rate," Trachtenberg said.

"To the extent that we've kept our light slightly hidden under a bushel, we're going to do away with the bushel. To the extent that we've hesitated to move forward with exciting projects and new approaches to the international arena of knowledge, we'll move forward just slowly enough to make sure we keep our books balanced, and just quickly enough so that no-one can accuse us of being shy."

^{*} The Luther Rice Society comprises alumni and friends who are major contributors to The George Washington University.

AUTHOR: 36) Media 16) College Newspapers (local) SLUG: a) newspaper reporters b) radio reporters 17) Community (Non-Media) DATE RELEASED: c) TV reporters a) Campus ENERAL d) specialized publications b) D.C. c) Maryland d) Virginia e) calendar listings Local Daily a) Metro Desk
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Nov. 12, 1988 Charlotte Ericson (202) 994-6460 (W) (301) 984-7875 (h)

MEDIA ADVISORY

WHAT: "Terrorism: An Evaluation of the Reagan Years and an Agenda for the Next Administration," a day-long conference sponsored by The Elliott School of International Affairs at The George Washington University.

WHEN: 9 a.m. - 5 p.m. Tuesday, Nov. 22

WHERE: The George Washington University Marvin Center 3rd Floor

Continental Ballroom 800 21st Street, NW

PROGRAM SCHEDULE:

9 - 9:05 a.m. Opening Remarks

Dr. Maurice A. East, Dean

Elliott School of International Affairs

The George Washington University

9:05 - 10:45 a.m. Panel I: The Reagan Years:

Challenges and Opportunities

Chair: Dr. Yonah Alexander Research Professor

Elliott School of International Affairs

Presenter: L. Paul Bremer, III

Ambassador-at-Large for Counterterrorism,

U.S. Dept. of State

Louis Giuffrida, former director, FEMA Panelists:

Professor Bernard Reich, Political Science Dept., George Washington

John Wolcott, The Wall Street Journal

10:45 a.m. - 12:30 p.m. Panel II: Future Domestic and

International Terrorism

Professor Benjamin Nimer

Political Science, George Washington

Col. Douglas Manarchik, Military Presenter:

Assistant/Aide to the Vice President

Panelists: Robert A. Ricks, Deputy Asst. Director,

Criminal Investigation Division, FBI

Andre J. LeGallo, CIA

David Shipler, The New York Times

*Luncheon 12:30 - 2 p.m.

Marvin Center Room 405

Keynote speaker will be Gen. Richard G.

Stillwell, USA (Ret.), former Deputy Undersecretary of Defense for Policy, U.S.

Dept. of Defense

2 - 3:45 p.m. Panel III: Future U.S. Policy and Action

Chair: Dr. Jerrold M. Post, M.D.

Professor of Psychiatry, Public Policy and International Affairs, George Washington

Hon. Charles Whitehouse Presenter:

Asst. Secretary of Defense for Special

Operations, Dept. of Defense

Panelists: Ambassador Bruce Laingen, Commission on

Public Service

Victoria Toensing, former Deputy Asst.

Attorney General, Criminal Division,

Dept. of Justice

Dr. William Lewis, Director

Security Policy Studies Program,

Elliott School of International Affairs,

George Washington University

3:45 - 5 p.m. Panel IV: Future International Action

Chair: Dr. Christopher Joyner

Political Science Dept.

George Washington University

Presenter: R. Rand Beers, Director,

Office of Counterterrorism and Anti-Narcotics, National Security Council

Panelists: Dr. Samuel F. Wells, Jr., Chairman

European Institute, Wilson Center

Dr. Robert Hunter, Director

European Studios

European Studies, CSIS - what 13 this

Dr. Richard Ward, Office of Criminal

Justice, University of Illinois at Chicago

* The luncheon is by invitation only, However Gen. Stillwell's keynote address is open to media. Media wishing to cover the luncheon speech or those needing more information on the conference should call Charlotte Ericson in the Office of University Relations, (202) 994-6460.

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SLUG: De mott AUTHOR: MK



News from THE GEORGE WASHINGTON UNIVERSITY Office of University Relations / Washington, D.C. 20052 / (202) 994-6460

Nov. 11, 1988

Mark L. Goldstein (202) 994-6460

REQUEST FOR COVERAGE

BENJAMIN DEMOTT TO LECTURE AT GEORGE WASHINGTON

Dr. Benjamin DeMott, Mellon Professor of Humanities at EVENT:

Amherst College, will speak on "Politics and the Right Conduct of Mind" as part of the Distinguished Alumni

Scholar Series at The George Washington University.

Wednesday, Nov. 16, 1988 at 3 p.m. WHEN:

The George Washington University WHERE:

Marvin Center Room 402-404

800 21st Street, NW

DeMott is the author of four volumes of critical BACKGROUND:

essays, two novels and several hundred articles and reviews that have appeared in "The Atlantic,"

"Harper's," "New York Times Book Review," "Esquire" and many other publications. His most recent book is "Close Imagining" (1988). He has served for a dozen years on the selection committee of the Guggenheim Foundation and has been a columnist or contributing editor for "Harper's," "The Atlantic,"

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DeMott's lecture is sponsored jointly by the Office of the Vice President of Academic Affairs and the Department of English at The George Washington

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**Media wishing to attend this lecture should contact Mark L. Goldstein in the Office of University Relations, (202) 994-6460.



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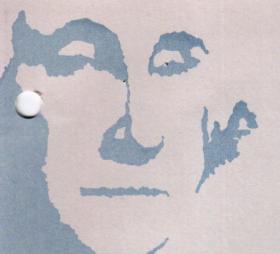
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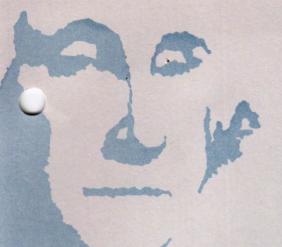
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The George Washington University

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Danforth Award-Winning Teacher,

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A reception will follow the lecture.

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Nov. 14, 1988

Mark L. Goldstein (202) 994-6460

PUBLIC SERVICE ANNOUNCEMENT: To run Nov. 21 - 28, 1988 (20 seconds)

ROBERT PARRIS TO PERFORM WORKS IN RETROSPECTIVE CONCERT

ROBERT PARRIS, COMPOSER, PIANIST AND A PROFESSOR OF MUSIC FOR 25 YEARS AT THE GEORGE WASHINGTON UNIVERSITY, WILL PERFORM IN A SPECIAL RETROSPECTIVE CONCERT OF HIS WORK ON MONDAY, NOVEMBER 28 AT 8 P.M. THE PERFORMANCE WILL BE HELD IN THE MARVIN CENTER THEATRE, 800 21ST STREET, NORTHWEST, ON THE CAMPUS OF THE GEORGE WASHINGTON UNIVERSITY. FOR TICKETS AND INFORMATION, CALL 994-6271. THAT 994-6271.



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SANDY	
JAMIE. SUF	SHIRLEY
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NOTES

SLUG: Masia FA AUTHOR: Me	16) College Newspapers (local)	36) Media
DATE RELEASED:	17) Community (Non-Media)	a) newspaper reporters b) radio reporters
GENERAL	a) Campus	c) TV reporters
V	b) D.C.	d) specialized publications
a) Metro Desk	c) Maryland d) Virginia	e) calendar listings
b) Style, Capital Life	u) viiginia	37) Military
c) National Desk	18) Computers	a) newspapers
2) Metro Newspapers	 a) newspapers reporters d) specialized publication reporters 	d) specialized publications
a) D.C.	e) calendar listings	38) Museums
b) Maryland (PG County)		d) specialized publication report
c) Maryland (Montgomery County) d) Northern Virginia	19) <u>Congress</u> a) newspaper reporters	39) Music
	b) radio reporters	a) newspaper reporters
3) Local TV a) News Desk	c) TV reporters	b) radio reporters
b) Public Affairs Director	d) specialised publication reporters	c) TV reportersd) specialized publication report
c) PSA Director	20) Consumer	e) calendar listings
d) Talk Show/Public Affairs Show	a) newspaper reporters	10) P. IIII
4) Local Radio	b) radio reporters c) TV reporters	40) Politics a) newspaper reporters
a) News Director	d) specialized publication reporters	b) radio reporters
b) PSA Director c) Calendar Listings		c) TV reporters
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S) Company to a 2 November 2	b) radio reporters	41) Pentagon/Defense
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b) National Coverage	 d) specialized publication reporters e) calendar listings 	a) newspaper reporters c) TV reporters
MISCELLANEOUS GENERAL		d) specialized publications
2) 27 1.77	22) Drama a) newspaper reporters	42) Public Policy
6) National Daily a) Washington Bureau	b) radio reporters	a) newspaper reporters
b) Home Office	c) TV reporters	d) specialized publication reporte
:) Lifestyle Editor	 d) specialized publication reporters e) calendar listings 	43) Public/International Affairs
1) Op-Ed Editor	e) calendar listings	State Department
7) Wire Services (AP/UPI)	23) Economics/Finance	a) newspaper reporters
a) City Desk b) National Desk	a) newspaper reporters b) radio reporters	b) radio reporters c) TV reporters
c) Broadcast	c) TV reporters	d) specialized publication reporte
d) AP Calendar/UPI Daybook	d) specialized publication reporters	44) Paralatana Amari
8) Syndicates/News Services	24) Education	44) Regulatory Agencies a) newspaper reporters
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b) Broadcast	b) radio reporters c) TV reporters	 c) TV reporters d) specialized publication reporter
9) National Broadcast	d) specialized publication reporters	a) specialized publication reporte
a) Network Radio News Desk		45) Religion
b) Network Radio Shows c) Network TV News Desk	25) <u>Energy</u> a) newspaper reporters	a) newspaper reporters d) specialized publication reporte
d) Network TV Shows	c) TV reporters	
e) Non-Network Radio Talk Shows	d) specialized publication reporters	46) Social Sciences (Psychology, Sociology)
10) Foreign Media	26) Engineering	a) newspaper reporters
a) Australian	c) TV reporters	d) specialized publication reporte
b) British c) Canadian	 d) specialised publication reporters e) calendar listings 	47) Science
d) Hispanic		a) newspaper reporters
e) Japanese	27) Environment	b) radio reporters
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8)	d) specialized publication reporters	48) Technology
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sub-categories a, b, c. Non-underlined categories generally	c) TV reporters d) specialised publication reporters	40) Telecommunications
tain listings limited to local		49) Telecommunications a) newspaper reporters
dia in sub-categories a, b, c.)	29) Film a) newspaper reporters	d) specialized publication reporter
	b) radio reporters	e) calendar listings
SUBJECT or AUDIENCE	c) TV reporters	50) Travel
11) Advertising/Public Relations/Marketing	 d) specialized publication reporters e) calendar listings 	a) newspaper reporters
a) newspaper reporters (local, national		d) specialized publications (in-flight magazines)
and syndicates) d) specialized publication reporters	30) Health Services a) newspaper reporters	z) travel trade publications
(magazine, newsletters, etc.)	b) radio reporters	E1) White Hame
12) Architecture	c) TV reporters	51) White House a) newspaper reporters
a) newspaper reporters	d) specialized publication reporters e) calendar listings	b) radio reporters
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13) Art	31) Historical d) specialised publication reporters	
a) newspaper reporters	The state of the s	52) Women's Issues a) newspaper reporters
b) radio reporters c) TV reporters	32) <u>Labor</u> a) newspaper reporters	d) specialized publication reporte
) specialized publication reporters	b) radio reporters	50) W /P 'l - /
e) calendar listings	c) TV reporters	53) Women/Family/ Leisure-Oriented Audience
14) Black-Oriented Audience	d) specialized publication reporters	d) specialized publications
a) newspapers	33) Law/The Courts	54) Youth-Oriented Audience
b) radio c) TV	a) newspaper reporters c) TV reporters	a) newspaper reporters/columns
d) specialized publications	d) specialized publication reporters	b) radio reporters/shows
15) Business		c) TV shows d) specialized publications/report
a) newspaper reporters	34) Libraries d) specialized publication reporters	e) calendar listings
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c) TV reporters d) specialised publication reporters	35) Literary a) newspaper reporters	J. 1111111
e) calendar listings	d) specialized publication reporters	
	e) calendar listings	



News from the george washington university

Office of University Relations / Washington, D.C. 20052/(202) 994-6460

Nov. 14, 1988

Mark L. Goldstein (202) 994-6460

<u>PUBLIC SERVICE ANNOUNCEMENT: To run Nov. 25 - Dec. 2, 1988</u> (20 seconds)

GEORGE WASHINGTON UNIVERSITY SINGERS TO PERFORM WINTER CONCERT AND MESSIAH SING-ALONG

COME HEAR THE GEORGE WASHINGTON UNIVERSITY SINGERS GREET THE HOLIDAY SEASON WHEN THEY PERFORM THEIR TRADITIONAL WINTER CONCERT AND MESSIAH SING-ALONG ON DECEMBER 2, AT 8 P.M. THE CONCERT IS FREE AND OPEN TO THE PUBLIC, AND TAKES PLACE AT THE MARVIN CENTER THEATRE, 800 21ST STREET, NORTHWEST, ON THE CAMPUS OF THE GEORGE WASHINGTON UNIVERSITY. FOR MORE INFORMATION, CALL 994-6245. THAT'S 994-6245.



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d) Talk Show/Public Affairs Show 21) Dance a) newspaper reporters b) radio reporters 41) Pentagon/Defense 5) General Interest and News Magasines National Security
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d) specialised publication reporters d) specialised publication reporters e) calendar listings e) calendar listings 700



November 14, 1988

Loretta Hardge (202) 994-6460

FOR IMMEDIATE RELEASE

SECRETARY SCHULTZ NAMED STATESMAN OF THE YEAR

WASHINGTON, D.C. -- U.S. Secretary of State George P.

Schultz was named "Statesman of the Year" by The George

Washington University School of Government and Business

Administration Alumni Association during a special awards program on Nov. 9.

The "Statesman of the Year" award is designed to recognize and highlight an honoree's government, business, academic and personal accomplishments. The tribute presented to Secretary Schultz cited "superior leadership qualities demonstrated over 18 years of public service which have included the vision and leadership exercised when serving as the leader of the Department of State, Department of Labor, Department of the Treasury and the Office of Management and Budget."

The citation also pointed out the Secretary's work on the INF Treaty with the Soviet Union, trade protocols, Afghanistan, Cambodia, Angola, the Iran-Iraq war, and his "strong commitment

SCHULTZ NAMED STATESMAN OF THE YEAR

in working for human rights and political freedom across the globe."

In presenting the award, Andrew Kolaitis, president of the SGBA Alumni Association, said, "Your steady hand during these past six years was needed and you have succeeded many times over tremendous odds. And, for that we congratulate and honor you as our 'Statesman of the Year.'"

Schultz shared his views on the value of life-long learning when he accepted the award. He advised George Washington University alumni that, "if you are successful in creating a lively learning environment you can tell right away and that, of course, is an environment people really enjoy and benefit from."

He also believes it is important "to have in your life an attitude of learning." Of his own experience and management style in business and government, he added, "I tried to create an environment where people learned." He said that when people feel they are learning, and that they are part of the process, "then you have got a hot outfit."

The awards program was hosted jointly by the SGBA Alumni Association and the George Washington National Law Center Alumni.



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Schultz shared his views on the value of life-long learning when he accepted the "Statesman of the Year" award on Nov. 9 from the George Washington University School of Government and Business Administration (SGBA) Alumni Association.

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until 1945. Mr. Shuyltz then went on to earn a P:H.D. inindustrrial economics form the Massachusetts Institutte of Techn ology. He taught at

MIT and later at the University of Chicago, where he was named dean of the Graduate School of Business. After serving in the Nixon Administration as SKecretary of labor for a period, he was appointed Director of management and Budget. Still later, lhe served as secretary of the treasury until 1974. KAt that time,Mr shults left governfment service and to join the BKechtel Cprporation as presidnet and a director of BEchtel Group Inc.

During various periods in his various cazreers, lhe has served as a faculty member and fellow at SKtanford Universkityand on July 16, 1982, KGeorge P. Shultz was sworn in as the 60th United States Secretary of State where he has served until present.

Citation "The KGeorge kWashington University School of Government kand KLbusiness Alumni Assn is proud to present its statesmans of the year award to George P. Shultz, secy odf SKtate, lUnited SKtates of America.on this day?, November 9, 1988. This award is presented to acknowlege and honor George P. Shultz for the superior leadership qualities that he has demonstrated over 18 years of public service which have included the vision and leadership exercised when serving as the leader of the KDept of SKlate, Ithe Dept of Labor, the DKept of the KTReasury and the Office of management and KBudget, the superb negotiatilng skills as evidenced in the Awrk done on the INF Treaty with the Soviet Union, excellence in

mostalla nog

Marka Maching

ANDREW COLAITIS,

CHAIRMAN OF THE SCHOOL OF GOVERNMENT AND BUSINESS ADMINISTRATION
ALUMNI ASSOCIATION

Welcome to the second annual statesman of the year award sponsored by the the GW Univ'sa School of government and Business Administration Aumni ASsn and the national law center alumni assn. talke pride in welcxoming everuyomne to today's event honoring SKecretary of STate Goerge Shultz.

intor of everyone on the dais, Joseph Brand, chairman of the NLC alumni, Mrs. Trachtenberg, Friedenthal, Dean Burdetsky, Mrs. Friednethal, Pres SJT, Secy Shultz

SGBA Alumni Assn has in the past honored an outstanding insdividual iwht this award. last year the pdts'nation's security advisor colin Powell was so honoredwas not able to be here tod ay, Isends his heartiest congratulations to you Mr. Secretary. this award is designed to recxognize, and highlight an honorees government, Ibusiness, lacademia and person acccompisments. ur 1988 recioient is highly deserving of this honor. graduated from princdoon University in 1942, receiving a degree in economics. That yearne joined the United States marine Corps and served

leadership over the period of several administrations in negotiating trade protocols with leading world economic powers, persistent influence and

and for work toward the termination of the Iran-Iraq War, strong commitment inworking for human rights and politifical freedom across the globe, Mr. Secretary I would like to persojnally add theat you have given am eextraordianry service to this country and when historians writethe story of yhour tenure as secretary of state, you; will no doubt be most favorabley portrayed. UYour steady hand duilnr these pst six years was needed and you have succeeded many times over tremendous odds and for that we congratulate and honor yhou as our statemsn and the year.

X

Now I would like to present top you the award,...a Baccarat crystal in the shape of an elephant with its trunk uplifted for good luck.(applause)

SECRETARY SHULTZ Thank you very much, I appreciate this award. Maybe it would have been better to get this support at the beginning of my tenure, when I needed it the most but I am glad to have this this recognition, particularly from a university veryholose to the seat of governmfment, right here iln Washingotn, and from a school Ithat combinmes attention to business and government with apparently, a great deal of hel from the law school, so its a good combination and it is iln a a snese the combination that I have gronw up in and lived in mos of my so if

in a sense you peers tip their hat to you, it especially has real meaning.

now let me make a few comments about the program, reverse order, soty

of thie lion, after the dinmer, Ithere'll be speeches. KS I think that the things that are taught, m; and discussed the concepts, the disciplines, the cases and experiences that are before ppl who are in business schools . . . whether they be faculty members or students, at least in my experience, turn out to be very useful, lnot in any direct way necessarily but as peices fo your education that if done well, help you to think, to understand the experienced that's put before you. I believe very much in the old saw that experience (a) the best teacher. On the other hand, we allhave the ovbservatin taht you can take three or four individuals, expose them to exsactly the same experience and one won't see anything in it, but another will see al\$1 sorts of thhings that that persons learns and gains form that experience. The questin is "Why does on person learn so much more from experiencesthatn anaother?" and obviously innate characteristics have a lot to do with it. but I think Its fair to say that a per son who has honed some professional skills that are esssenntially designed to help you do athat is way way ahead of the game and I think this characteristic, that has comne to be one of schools of business and government is an outstandin contribution that they make and certainly, I belive, have made to myh own career in business and in government.

It always strikes me how important it is and I say this now, coming to an institution of leasning, how important it is to have in your life an

attaitude of learning, I saw KGj Burns on the tube the other day, He said
"You can't help growing older, Ibut you don't have to grow old." and what he

meant was that you 've got to stay engaged, and that means learning that means being part of an experience and staying lwith it. I reacil often the expample of mky friend Artur LBurns, lwho I visited over in Germany, not long after he was apinted ambassador over there. I asked him, "kwell, how are you doing Arthur?" new placa ane all, he as I think 76, at the time. He said "Oh I'm like a kid with a new to.\I'm haviang a terrific time. I'm learning a new language; laarning about a new country.." If you knew him, you knew that he was right there all the way, righth to the end of his days and I thik the reason was he had that atitude of learnind, always reahcing out, never stopped. sol think the university workd stands for that and give us that ideawhicjn is so important to us.

And I might add beyikng that , at least in lky own way of tinkinhg white about management, inbusiness in gove, or whereever, tahat if you think about it to a certrain extend as a teacher, if you say to yhourself "When I was traching classes, lwhat did I try to do?" or a seminar or sittig with colleagues. Wel, I tried to create an environment where ppl learned. Theppl who paid tuitin but also me. and you know, if youy are successful in creating a livelye leanning environment, lyou can tell rught a way, and of cuorse that's anenvironment that ppl really enjoy, really benefit from. Myh owne experoaience i managing, lin univ, busin ess, bovernment is kind of thje same, that if you can say to yourself, I want tol create aroand me, lin

mkly staff rhw pl that I;m working wit han atmosphere of learning, lwhere everybody there feels charging, I'm learningf something here and I'm

part of this process, then you have got a hot outfit.

(NOTES FROM HERE ON) You'llhave tro force ppl to go home at night. I like to think in State, ppl are so energized. I think it's a matter of admiknistration. Then you're bound to see things happen. Finally a little piece of advice, the way to do it is to start at the top.

Loretta,

The name of the chairman of the SGBA Alumni Association, the one who read the citation and made the presentation to Sekcrilary Shultz is

Andrew Kolaitis.

Jone

Nov 10/88

CIRCULATING

DINA	LORETTA
YVETTE	CHARLOTTE
HELEN	
SANDY	
JAMIE) JIP	SHIRLEY
PEGGY	MARK A
DIANA	JANE

NOTES

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16) College Newspapers (local)

36) Media

a) newspaper reporters

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SLUG:

AUTHOR: // lan

Nov. 15, 1988

Mark L. Goldstein (202) 994-6460

FOR IMMEDIATE RELEASE

TRACHTENBERG URGES NATIONWIDE "SELF-REFORM" BY UNIVERSITIES

Universities must recognize that criticism leveled by William Bennett, former Secretary of Education, had substance and struck a responsive chord in the American population, according to Stephen Joel Trachtenberg, president of The George Washington University.

In a speech today to the Washington Higher Education Group, an organization of professionals from local universities, the federal government and various associations, Trachtenberg said the American public is not happy with the level of teaching that many students receive at universities. And even if Americans must bear a large part of the responsibility for the fact that good teaching does not necessarily lead to high status for a faculty member, universities will have to take the lead in restoring a better balance to their scale of values.

"Self-examination leading to self-reform would therefore appear to be the mandated task," Trachtenberg said. "After all, when Bill Bennett's fuel has been removed from the fires he helped to light, those fires will slowly burn out."

What Bennett's message boiled down to, Trachtenberg said, "was that America is disappointed with what it gets for the money invested in higher education." After an American family has worked hard to get a son or daughter into the best school possible--usually a school like Harvard, Yale, Princeton or Stanford--it "then discovers to its horror that Mr. or Ms. Chips isn't sitting in a wood-panelled office waiting to chat with the new student about an appropriate philosophy of life."

Indeed, Trachtenberg continued, such a family may be even more stunned by the fact that so many courses are taught "by harassed graduate students who carry their dissertation drafts in briefcases and their students' term papers in shopping bags."

The American public must assume a large part of the responsibility for its disappointments with higher education, he told his audience. By defining elite universities with enormous annual budgets as "the top of the pyramid"--universities which concentrate on research rather than teaching--Americans see to it that all of their universities and many of their four-year colleges also undervalue teaching.

In world-class research universities, Trachtenberg noted, the rule is that "the higher you rank as a faculty member the less you teach." One result of having those universities serve as a paradigm, therefore, is that faculty members everywhere seek time away from teaching on the grounds that they have other duties to perform, including not only research but committee work and participation in faculty governance.

Even if Americans were to acknowledge their responsibility for this interpretation of academic life, Trachtenberg warned, many would then insist that those who work in universities, "with our claims to knowledge and reasoning power, ought to point the way toward a solution."

Trachtenberg emphasized that one of the main problems awaiting a solution is the fact that so many American faculty members do not publish any research after they complete their dissertations. Moreover, "of those who do go on to publish books and articles, only a minority produce research that is regarded, within their own fields, as significant."

Trachtenberg characterized this situation as a "time-bomb waiting to go off." If universities are to regain the support of the American public, he said, then effective teaching that helps

students to enter rewarding careers must receive much stronger support than is the case at present. Academic officers throughout the nation must begin to discuss the reforms that can help to produce such a shift in their values.

FOR RELEASE ON TUESDAY, NOVEMBER 15

TRACHTENBERG URGES NATIONWIDE "SELF-REFORM" BY UNIVERSITIES, WITH HIGHER STRESS ON TEACHING

America's universities must recognize that criticisms levelled by William

Bennett, former U.S. Secretary of Education, did have some substance and did

strike a responsive chord in the American population, according to Stephen Joel

Trachtenberg, President of The George Washington University.

In particular, he told the Washington Higher Education Group today, the American public is not happy with the level of teaching that many students receive in their universities. And even if Americans must bear a large part of the responsibility for the fact that good teaching does not necessarily lead to high status for a faculty member, universities will have to take the lead in restoring a better balance to their scale of values.

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The Washington Higher Education Group, established forty years ago, regularly brings together people from District of Columbia universities, the federal government, and various professional associations. Recent speakers have included Dr. Lynne V. Cheney, Chairman of the National Endowment for the Humanities; Dr. John E. Corbally, President of the Macarthur Foundation; Rep. Constance A. Morella; and Dr. Lloyd H. Elliott, Trachtenberg's predecessor as President of The George Washington University.

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News from THE GEORGE WASHINGTON UNIVERSITY Office of University Relations / Washington, D.C. 20052/(202)994-6460

Nov. 17, 1988

Mark L. Goldstein (202) 994-6460

REQUEST FOR COVERAGE

INTERNATIONAL CONFERENCE TO DISCUSS GLOBAL ECONOMY

EVENT: "Reconciling Capitalism and Socialism" and "Modernizing

the Third World" are two of the issues on the agenda for an international conference of experts to examine

the world economy.

WHEN: 9 a.m. to 5 p.m., Dec. 8th and 9th.

WHERE: The George Washington University

Academic Center

George Washington Room 22nd and H streets, NW



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FOR IMMEDIATE RELEASE

TRACHTENBERG: "LEADERSHIP CRISIS" IN AMERICA REFLECTS THE THINKING OF AVERAGE AMERICANS

WASHINGTON, D.C. -- "One of the reasons we are in a leadership crisis is because Americans say they want, but don't really want, a leader or leaders who will make a genuine difference," Stephen Joel Trachtenberg, president of the George Washington University, told the Washington chapter of the American Society of Public Administration today.

"Only when grass-roots Americans tire of lullabies and insist on being told the truth,... will the leaders they need step forward and receive an appropriate welcome," he declared.

Trachtenberg noted the ambivalence in media coverage of the recent presidential election. "Each time a journalistic barrage was launched on how dismayed Americans were feeling about the tawdriness of the campaign rhetoric," he said, "the counterbarrage would insist that Americans didn't want to hear the harsh truths about their nation's worsening economic situation and inability to compete with the other industrial powers."

One of the themes running through the modern literature on

leadership, Trachtenberg told his audience, is that the successful leader reflects and catalyzes the feelings of those who agree to be led. That was true of a destructive leader like Hitler and is true of the constructive leaders, in government and business, who succeed in re-energizing a country or a corporation that is stagnant or declining.

But leaders like that "seldom come in inoffensive packages,"
Trachtenberg warned. That may make it particularly difficult for
a potential leader to become an actual leader in today's America,
where envy and criticism are so quickly aroused by anyone who
shows signs of excelling as an inspirational organizer. "If the
organization as a whole is permeated with a preference for
holding others down rather than moving one's own performance up,"
he said, "then the 'can do'/'take charge' personality will be
stopped in its tracks."

The most disturbing possibility raised by recent critics of American business, Trachtenberg noted, "is that many or most of our major corporations have frozen into bureaucratic structures of this kind."

Trachtenberg believes that the economic crisis which now confronts the United States, including the huge national deficit, is ultimately a crisis of motivation. "Our former enemies, the Germans and the Japanese, have done so well," he said, "because the Second World War crushed their pridefulness while leaving intact their pride: pride in personal craftsmanship, pride in a job well done, pride in being regarded by other nations as a

model of how one goes about making one's products irresistible."

Pride of that kind was once widely shared by Americans, according to Trachtenberg, but is now found "only in specific organizations that are often cited as exceptions proving the rule." Such organizations, he noted, include Apple Computer, the Maytag Corporation, and "a really splendid prototype like the George Washington University."

One of the leadership theorists particularly worth paying attention to, Trachtenberg observed, is John W. Gardner, former U.S. Secretary of Health, Education and Welfare and former head of Common Cause. He praised Gardner for noting that Americans sometimes resent the very idea of being led because they cherish — at least theoretically — the democratic "town meeting" approach to political organization.

"Gardner correctly puts physical vitality and stamina at the very top of his list of leadership attributes," Trachtenberg noted, "and also includes in that list the tendency toward assertiveness or dominance without which a leader is unlikely to succeed."

A true leader in today's United States would have the courage to tell Americans that their current economic "prosperity" is an illusion, he declared. "Truths like that hurt," Trachtenberg concluded, and will not be told until the citizens of this country are willing to listen.



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SLUG: Poet Poory AUTHOR: MIL	16) College Newspapers (local)	36) Media a) newspaper reporters
DATE RELEASED:	17) Community (Non-Media)	b) radio reporters
GENERAL	a) Campus	c) TV reporters
Local Daily	b) D.C. c) Maryland	d) specialized publications e) calendar listings
a) Metro Desk	d) Virginia	
b) Style, Capital Life c) National Desk	18) Computers	37) Military a) newspapers
	a) newspapers reporters	d) specialized publications
2) Metro Newspapers a) D.C.	d) specialized publication reporters e) calendar listings	38) Museums
b) Maryland (PG County)	e) catendar instings	d) specialised publication reporte
c) Maryland (Montgomery County) d) Northern Virginia	19) Congress	20) Monto
	a) newspaper reporters b) radio reporters	39) Music a) newspaper reporters
3) Local TV	c) TV reporters	b) radio reporters
a) News Desk b) Public Affairs Director	d) specialised publication reporters	c) TV reporters d) specialized publication reporter
c) PSA Director	20) Consumer	e) calendar listings
d) Talk Show/Public Affairs Show	a) newspaper reporters	40) Politics
1) Local Radio	b) radio reporters c) TV reporters	a) newspaper reporters
a) News Director b) PSA Director	d) specialized publication reporters	b) radio reporters c) TV reporters
c) Calendar Listings	21) Dance	d) specialized publication reporte
d) Talk Show/Public Affairs Show	a) newspaper reporters	(1) P-1 (P-1
5) General Interest and News Magazines	b) radio reporters c) TV reporters	41) Pentagon/Defense National Security
a) Local Coverage b) National Coverage	d) specialised publication reporters	a) newspaper reporters
	e) calendar listings	c) TV reportersd) specialized publications
MISCELLANEOUS GENERAL	22) Drama	
6) National Daily	a) newspaper reporters	42) Public Policy a) newspaper reporters
a) Washington Bureau b) Home Office	b) radio reporters c) TV reporters	d) specialized publication reporte
c) Lifestyle Editor	d) specialized publication reporters	43) Public/International Affairs
d) Op-Ed Editor	e) calendar listings	State Department
Wire Services (AP/UPI)	23) Economics/Finance	a) newspaper reporters
a) City Desk	a) newspaper reporters b) radio reporters	b) radio reporters c) TV reporters
b) National Desk c) Broadcast	c) TV reporters	d) specialized publication reports
d) AP Calendar/UPI Daybook	d) specialised publication reporters	44) Regulatory Agencies
8) Syndicates/News Services	24) Education	a) newspaper reporters
a) Newspapers	a) newspaper reporters	b) radio reporters c) TV reporters
b) Broadcast	b) radio reporters c) TV reporters	d) specialized publication reporte
9) National Broadcast	d) specialized publication reporters	45) Religion
a) Network Radio News Desk	25) Energy	a) newspaper reporters
b) Network Radio Shows c) Network TV News Desk	a) newspaper reporters	d) specialised publication reporte
d) Network TV Shows	c) TV reporters d) specialized publication reporters	46) Social Sciences (Psychology,
e) Non-Network Radio Talk Shows		Sociology)
10) Foreign Media	26) Engineering c) TV reporters	 a) newspaper reporters d) specialized publication reporte
a) Australian b) British	d) specialised publication reporters	
c) Canadian	e) calendar listings	47) Science a) newspaper reporters
d) Hispanic e) Japanese	27) Environment	b) radio reporters
f) French	a) newspaper reporters	c) TV reporters d) specialised publication reports
g) German	 c) TV reporters d) specialised publication reporters 	48) Technology
		a) newspaper reporters
(NOTE: Underlined categories which	28) Federal a) newspaper reporters	 c) TV reporters d) specialized publication reporter
follow are major categories, containing extensive media listings in	b) radio reporters	e) calendar listings
sub-categories a, b, c.	c) TV reporters d) specialised publication reporters	49) Telecommunications
Non-underlined categories generally contain listings limited to local		a) newspaper reporters
dia in sub-categories a, b, c.)	29) Film a) newspaper reporters	d) specialized publication reporter e) calendar listings
	b) radio reporters	c) caronaa novago
SUBJECT or AUDIENCE	c) TV reporters d) specialized publication reporters	50) Travel a) newspaper reporters
11) Advertising/Public Relations/Marketing	e) calendar listings	d) specialized publications
 a) newspaper reporters (local, national and syndicates) 	30) Health Services	(in-flight magazines) z) travel trade publications
d) specialized publication reporters	a) newspaper reporters	E) travel trade publications
(magazine, newsletters, etc.)	b) radio reporters c) TV reporters	51) White House a) newspaper reporters
12) Architecture	d) specialised publication reporters	b) radio reporters
a) newspaper reporters	e) calendar listings	c) TV reporters
d) specialised publication reporters	31) Historical	d) specialized publication reporter
Art a) newspaper reporters	d) specialised publication reporters	52) Women's Issues
b) radio reporters	32) <u>Labor</u>	 a) newspaper reporters d) specialized publication reporter
c) TV reporters d) specialized publication reporters	a) newspaper reporters b) radio reporters	
e) calendar listings	c) TV reporters	53) Women/Family/ Leisure-Oriented Audience
14) Black-Oriented Audience	d) specialized publication reporters	d) specialized publications
a) newspapers	33) Law/The Courts	54) Youth-Oriented Audience
b) radio c) TV	a) newspaper reporters c) TV reporters	a) newspaper reporters/columns
d) specialised publications	d) specialised publication reporters	b) radio reporters/shows c) TV shows
	34) Libraries	d) specialized publications/report
15) Business a) newspaper reporters	d) specialised publication reporters	e) calendar listings
b) radio reporters		OTHER:
c) TV reporters d) specialised publication reporters	35) Literary a) newspaper reporters	
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	e) calendar listings	

SLUG: Poet pory AUTHOR: MIL

Nov. 17, 1988

Mark L. Goldstein (202) 994-6460

PUBLIC SERVICE ANNOUNCEMENT: To run Nov. 24 - Dec. 1, 1988 (20 seconds)

POET JANE SHORE TO READ FOR JENNY MCKEAN MOORE SERIES

JANE SHORE, POET AND WINNER OF THE 1986 LAMONT POETRY PRIZE, WILL READ SELECTIONS FROM HER WORK THURSDAY, DECEMBER 1 AS PART OF THE ON-GOING READING SERIES SPONSORED BY THE JENNY MCKEAN MOORE FUND AND THE ENGLISH DEPARTMENT AT THE GEORGE WASHINGTON UNIVERSITY.

THE FREE READING WILL TAKE PLACE AT 8 P.M. IN ROOM B-120 OF THE ACADEMIC CENTER, 801 22ND STREET, NORTHWEST, ON THE CAMPUS OF THE GEORGE WASHINGTON UNIVERSITY. FOR INFORMATION, CALL 994-6180. THAT'S 994-6180.



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REQUEST FOR COVERAGE

G.W. SEMINAR TO EXAMINE COMPUTER VIRUSES AND IMMUNITY

WHAT: "Computer Viruses: The Question of Immunity" will be examined from three different perspectives at a seminar on the information age sponsored by The George Washington University.

WHEN: 2 p.m. - 3:30 p.m. Monday, Nov. 21

WHERE: The George Washington University
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WHO: George Washington University Professor of Computer Science Lance J. Hoffman, an authority on computer security and the risk, ethics and social impact of computer systems; Trusted Information Systems, Inc. Senior Computer Scientist Charles P. Pfleeger, computer security expert; and Director of Academic Computing Donald E. Rickert, Computer and Information Resource Center, George Washington University

BACKGROUND:

The "Computer Viruses: The Question of Immunity:" seminar is part of a monthly series on the information age. Sponsored by George Washington's Office of the Vice President for Academic Affairs, the seminars bring together scholars and experts from universities, government agencies, and private industry in the Washington, DC, area to discuss the societal impact of computer networks and information technology on society.

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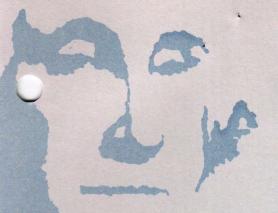
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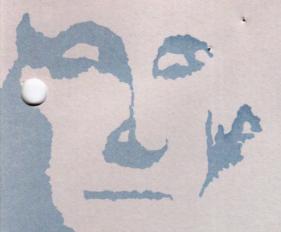
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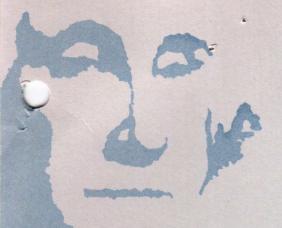
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Department of Electrical Engineering and Computer Science (202)676-6083

November 9, 1988

TO:

Computer Science Professionals in the Washington area

FROM:

C. Dianne Martin, Information Age Seminar Convenor

RE:

Seminar on Computer Viruses

I wanted to inform you of a very timely seminar about computer viruses that we will be having at George Washington University on Monday, November 21, 1988 from 2:00 - 3:30 PM. The seminar was scheduled as part of our regular monthly seminar program on the information age. Sponsored by the Office of the Vice President for Academic Affairs, the seminars bring together scholars and experts from universities, government agencies, and private industry in the Washington, D. C. area to discuss the impact of computer, communication, and information technology upon society.

This month the topic Computer Viruses: The Question of Immunity will be examined from three different perspectives by Dr. Charles Pfleeger, a computer security expert, Don Rickert, the director of a university computing facility, and Prof. Lance Hoffman, an expert in the risk, ethics, and social impact of computer systems. After a brief statement by each presenter, members of the audience will be encouraged to ask questions and make comments. Because of the extreme importance and public awareness of this topic now, we are expanding the opportunity for participation in the seminar by inviting you and your colleagues to attend. You will find more details about the seminar on the attached flyer.

George Washington University Seminar on

The Information Age

Topic: Computer Viruses:

The Question of Immunity

Discussants:

Dr. Charles P. Pfleeger, Senior Computer
Scientist, Trusted Information Systems, Inc.
Mr. Don Rickert, Computer and Information
Resource Center, George Washington University
Prof. Lance Hoffman, Computer Security Expert,
George Washington University

Date: Monday, November 21, 1988

Time: 2:00 - 3:30 PM

Place: Marvin Center, 800 21st St., NW, Room 403

Sponsor: Office of the Vice President for Academic Affairs

Convenor: Prof. C. Dianne Martin, 994-8238

Electrical Engineering and Computer Science

- Light refreshments will be served.
- * Located one block from the Foggy Bottom Metro Stop
- * Free parking provided for off-campus guests at the Visitor's Parking Lot on I Street between 23rd and 22nd Streets

CIRCULA	TING

DINA	LORETTA
YVETTE	CHARLOTTE
HELEN	DAN
SANDY	STACY
JAMIE JUF	SHIRLEY
DIANA	MARK
PEGGY	JANE

NOTES

Nov. 29, 1988

Mark L. Goldstein (202) 994-6460

ATTENTION: CALENDAR EDITORS

INTERNATIONAL CONFERENCE TO DISCUSS GLOBAL ECONOMY

"Reconciling Capitalism and Socialism" and "Modernizing the Third World" are two of the issues on the agenda for an international conference of experts to examine the world economy.

The conference will be held from 9 a.m. to 5 p.m. Thursday and Friday, Dec. 8 and 9 in the George Washington Room at the Academic Center, 22nd and H streets, NW, on the campus of The George Washington University.



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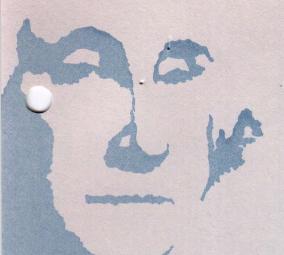
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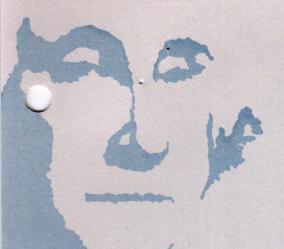
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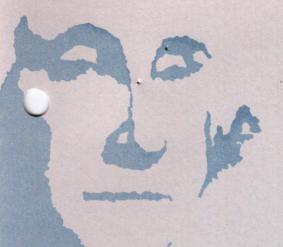
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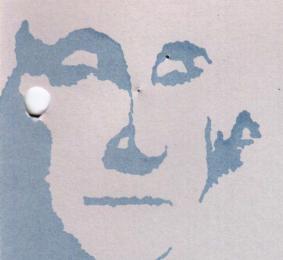
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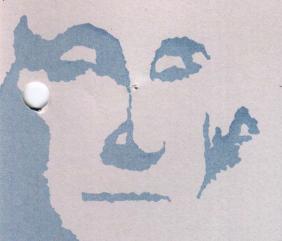
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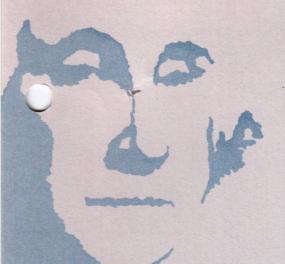
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ATTENTION: CALENDAR EDITORS

LABOR SECRETARY TO OPEN CONFERENCE ON THE WORKPLACE

Labor Secretary Ann McLaughlin will open a special one-day conference on the future of the American workplace to examine the changing nature of families and the workforce.

The conference will be held from 9 a.m. to 4:30 p.m.

Dec. 15, at the Marvin Center, 800 21st Street, NW, on the campus of The George Washington University.



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The conference will be held from 9 a.m. to 4:30 p.m.

Dec. 15, at the Marvin Center, 800 21st Street, NW, on the campus of The George Washington University.



Nov. 29, 1988

Mark L. Goldstein (202) 994-6460

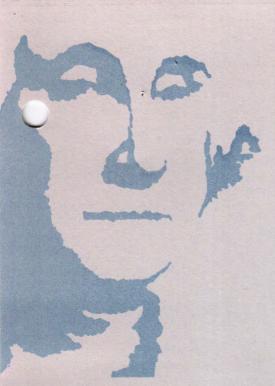
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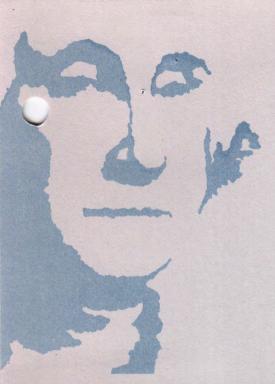
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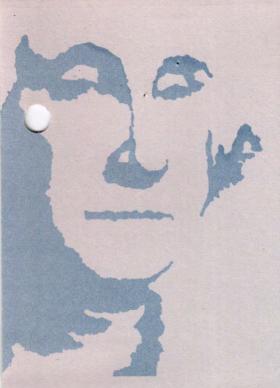
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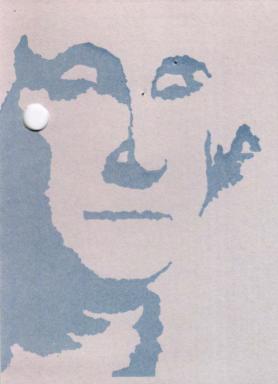
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c) TV 33) Law/The Courts 54) Youth-Oriented Audience a) newspaper reporters c) TV reporters a) newspaper reporters/columns b) radio reporters/shows c) TV shows d) specialised publication reporters d) specialised publications d) specialised publications/reporter
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For more information contact: Claudia Dominitz (202)994-3415 Loretta Hardge (202)994-6460

FOR IMMEDIATE RELEASE

DR. L. THOMPSON BOWLES NAMED VICE PRESIDENT OF THE GEORGE WASHINGTON UNIVERSITY MEDICAL CENTER

WASHINGTON, D.C. -- L. Thompson Bowles has been appointed

Vice President for Medical Affairs and Executive Dean of The

George Washington University Medical Center. The announcement was

made today by George Washington University President Stephen Joel

Trachtenberg.

In making the announcement, Trachtenberg said, "Dr. Bowles is absolutely first-rate. He is an enthusiastic and dedicated professional with an exceptional grasp of the medical community.

I think we are most fortunate to have him, and I am excited about the prospects for the Medical Center."

Bowles, a member of George Washington's Medical Center faculty for 18 years, has served as Dean of Academic Affairs for 12 years and as Acting Vice President for Medical Affairs since July 1987.

"I feel very honored to be selected as Vice President of the George Washington University Medical Center," said Bowles. "The Medical Center will continue its progress in serving the Washington community and increasing its considerable prominence as a research-intensive institution which educates physicians for all parts of the United States."

A cardiothoracic surgeon, Bowles came to George Washington in 1970 as Clinical Assistant Professor of Surgery. In 1973 he was named Associate Professor of Surgery and Associate Dean for Curricular and Student Affairs, and in 1976 he was appointed Dean and Professor of Surgery. He also serves as President of The George Washington University Health Plan and Executive Committee Chairman of the Governing Board of the University's Medical Faculty Associates.

Bowles was in private practice in New York during the 1960s and established a distinguished record of scholarship and teaching that now spans more than 25 years. He has been a member of the faculties at New York University, Baylor University Medical School and Cornell University Medical College.

His previous professional positions include serving as

Director of Medical Education for Project HOPE and Director of the

Division of Curriculum and Instruction for the Association of

American Colleges.

He has published some 40 articles in technical and professional medical journals and served as editor of two books on

BOWLES NAMED VICE PRESIDENT AT GEORGE WASHINGTON

medical curricula. Many of his articles and professional presentations focus on issues in medical education such as curriculum, teaching basic medical sciences, aging and extended care for the elderly, federal policies and ethics.

He has received considerable recognition nationally for leadership and service to the medical profession. He is chairman of the National Board of Medical Examiners, and in October he was inducted into the National Academy of Science/Institute of Medicine. He also was recently voted chairman-elect of the Council of Deans of the Association of American Medical Colleges.

He is former chairman and currently a member of the editorial board of the "Journal of Medical Education." He also serves as a senior member of the American College of Surgeons Committee on Continuing Education, a member of the Special Medical Advisory Group for the Veterans Administration and has been chairman of the Dean's Committee for the Veterans Administration Hospital.

In addition to his work with the Veterans Administration, he has addressed issues in health research and education before the Senate Appropriations Committee for Labor, Health and Human Services and Education, and members of the House of Representatives. He also served as special consultant to the White House Conference on Aging, chairman of the Board of Regents of the National Library of Medicine and representative to the National Institutes of Health Advisory Council.

A leader in a number of national and local professional

BOWLES NAMED VICE PRESIDENT AT GEORGE WASHINGTON

organizations, Bowles is active in the Society for Thoracic Surgery, the American College of Surgeons and the Medical College Admissions Assessment Program.

Locally he has served on the District of Columbia Medical Society's Credentials Committee, Committee on Continuing Education and Committee on Aging; the D.C. State Health Coordinating Council; and as president of the D.C. Healing Arts Commission. In 1980 he was awarded the D.C. Medical Society's Community Service Award.

Bowles earned the A.B. degree in 1953 and the M.D. in 1957 from Duke University where he was elected to Phi Beta Kappa and Alpha Omega Alpha. He also received an M.S. degree in 1964 and a Ph.D. in 1971 from New York University.

The Mineola, New York, native is married to the former Judith E. LeFever and resides in northwest Washington, D.C. The Bowles have three daughters -- Julia, 27, Amy, 21, and Lauren, 17.



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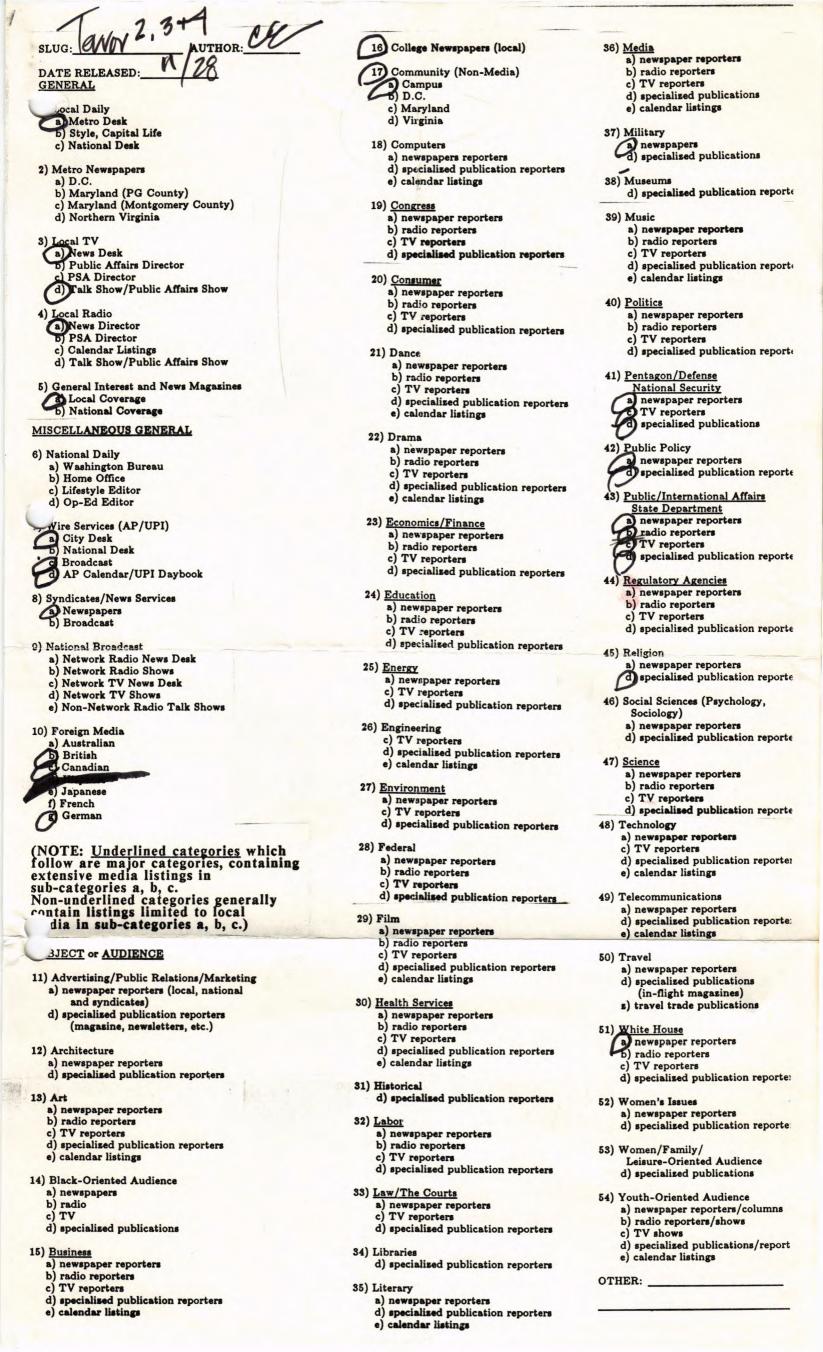
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Plak



Nov. 28, 1988 Charlotte Ericson (202) 994-6460

MEDIA ADVISORY

G.W. TO SPONSOR DECEMBER BRIEFINGS ON TERRORISM

During the month of December The George Washington University's Elliott School of International Affairs will sponsor a three-part series of Monday conferences on terrorism.

Scheduled from 10 a.m. to noon, Dec. 5, Dec. 12, and Dec. 15, the series will cover terrorism in Africa and in the Middle East, and culminate with a briefing titled "Terrorism: A Review of 1988 and the Prospects for 1989."

Conferences are free and open to the public, and will be held in the George Washington University Marvin Center, 800 21st Street, NW. Following is a complete schedule and list of participants.

"Terrorism in Africa: The Next Phase?"

10 a.m. - noon, Monday, Dec. 5

Marvin Center, Room 410

Chair: Dr. Yonah Alexander

The Elliott School of International Affairs,

The George Washington University

<u>Panelists</u>: Professor Herbert Howe, Georgetown University; Dr. Constantine Menges, American Enterprise

Institute; Professor Benjamin Nimer, The

George Washington University; Ambassador Donald

Norland, Foreign Service Institute

"Terrorism in the Middle East: The Next Phase?"

10 a.m. - noon, Monday, Dec. 12

Marvin Center, Room 404

Chair:

Dr. Yonah Alexander, research professor Elliott School of International Affairs

Panelists:

Mr. Geoffrey Levitt, Dept. of State; Dr. William Lewis, director, Security Policy Studies Program, Elliott School of International Affairs; Dr. David Long, Visiting Professor, Georgetown University; Dr. Heath Lowry, director, Institute on Turkish Studies; Dr. Bernard Reich, professor of Political Science and chairman, Department of Political Science, The George Washington University

* * *

"Terrorism: Review of 1988 and the Prospects for 1989"

(PRESS BRIEFING)

10 a.m. - noon, Monday, Dec. 19

Marvin Center, Room 402 - 404

Chair

Dr. Yonah Alexander, research professor, Elliott School of International Affairs

Panelists:

Mr. L. Carter Cornick, Jr., president
CounterTerrorism Consultants, Inc.; Mr.
Joseph DiGenova, Bishop, Cook, Purcell &
Reynolds; Mr. Paul Joyal, director of
Security, Select Committee on Intelligence,
U.S. Senate; Dr. Robert Kupperman, senior
associate, Center for Strategic and
International Studies; Professor William
Lewis, director, Security Policy Studies
Program, George Washington University; M r.
Peter Probst, U.S. Department of Defense; Dr.
Dalton West, senior fellow, U.S. Global
Strategy Council

*Media representatives who need more information or who plan to cover these events should call Charlotte Ericson in the Office of University Relations, (202) 994-6460.



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Peter Probst, U.S. Department of Defense; Dr.
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MEDIA ADVISORY

FUTURE INTERNATIONAL AGENDA FOR SPACE EXPLORATION IS TOPIC OF GEORGE WASHINGTON UNIVERSITY SYMPOSIUM

WHAT: "Developing the International Agenda for Space Exploration" is the focus of a half-day symposium to examine the prospects for increased international cooperation in space activity. The symposium will emphasize the contributions that broad international collaboration can make to advancing U.S. interests in space.

WHO: The symposium features some of the world's space program leaders, along with American space experts from government and industry. Attendees also will include key individuals from Europe, Japan and other countries.

WHEN: 2 p.m. - 5 p.m. Friday, Dec. 9

WHERE: The George Washington University

Marvin Theatre 800 21st Street, NW

PROGRAM:

2 p.m. Welcoming Remarks: John M. Logsdon, Director, Space Policy Institute, The George Washington University

2:15 p.m. Opening Remarks: Representative of President-Elect Bush

2:30 p.m. Keynote Address: "What Mars can do for America"

Carl Sagan, Cornell University; President, The Planetary Society

3:30 p.m. Panel Discussion: The Prospects for International Cooperation

Panelists:

Lew Allen, Jet Propulsion Laboratory; Roger Bonnet, European Space Agency; Hans Mark, Univ. of Texas; John McLucas, QuesTech, Inc., and others

BACKGROUND:

The public symposium is part of a two-and-one-half day conference which will examine ways of increasing international cooperation in space activity during the next few years. Sponsored by George Washington University's Space Policy Institute and by The Planetary Society, the symposium will focus on the contribution of broad international collaboration in advancing U.S. interests in space. The symposium also will examine the potential benefits of and the problems associated with enhanced international space cooperation.

Topics will include the prospects for space projects involving all space-faring countries, and the potential for enhanced U.S. - U.S.S.R. cooperation, in areas such as Martian exploration.

George Washington University established the Space Policy Institute in July 1987 to serve as a center for national and international space policy research and education. Directed by professor John M. Logsdon and operating under the auspices of George Washington's Elliott School of International Affairs, the institute is focusing on policy issues related to the interaction of civilian space activities and national security space programs.

FUTURE INTERNATIONAL AGENDA FOR SPACE EXPLORATION -- P. 3 of 3

The Planetary Society was founded in 1980 by Carl Sagan and Bruce Murray as a non-profit organization whose members share the goals of encouraging exploration of the solar system and continuing the search for extraterrestrial life. It is the largest space-interest group in the world, and comprises more than 120,000 members.

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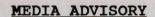


News from

THE GEORGE WASHINGTON UNIVERSITY

Office of University Relations / Washington, D.C. 20052 / (202) 994-6460 Nov. 30, 1988

Nov. 30, 1988 Charlotte Ericson (202) 994-6460



FUTURE INTERNATIONAL AGENDA FOR SPACE EXPLORATION IS TOPIC OF GEORGE WASHINGTON UNIVERSITY SYMPOSIUM

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FUTURE INTERNATIONAL AGENDA FOR SPACE EXPLORATION -- P. 2 of 3

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PEGGY	MARK. A
DIANA	JANE
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Nov. 22, 1988

Mark L. Goldstein (202) 994-6460

ATTENTION: CALENDAR EDITORS

IRS COMMISSIONER GIBBS, ELLIOT RICHARDSON TO SPEAK AT INTERNATIONAL TAX CONFERENCE

IRS Commissioner Lawrence Gibbs and Hon. Elliot Richardson will be the featured speakers at a conference on the taxation of foreign investment activities in the United States.

The conference will be held from 9 a.m to 5 p.m., Dec. 13th and 14th at the Crystal City Marriott Hotel, in Crystal City, Virginia. The tax conference is sponsored by the Internal Revenue Service and The George Washington University.

For reservations and more information, call 994-7020.



News from THE GEORGE WASHINGTON UNIVERSITY Office of University Relations / Washington, D.C. 20052/(202)994-6460

Nov. 22, 1988

Mark L. Goldstein (202) 994-6460

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For reservations and more information, call 994-7020.

CIRCULATING

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NOTES

Museum Exhibition Planning and Design: An Introductory Workshop is a two-day non-credit course to help you create quality exhibitions with a spectrum of experiences for the museum visitor.

An Overview:

*Perspectives of exhibition planning/design experts

*Building a better exhibition

*On-site museum exhibition reviewing exercise

*Participatory exhibition planning activity

*Model of the team approach to exhibition development

Who Should Attend:

Are your goals to

broaden your understanding of and experience in planning and designing exhibitions?

*learn about the steps required to create effective exhibitions?

Then, this nuts-and-bolts workshop is for you.

DATES AND TIMES:

Friday, March 3, 1989 9:00 a.m.-5:00 p.m.

Saturday, March 4, 1989 9:00 a.m.-5:00 p.m.

LOCATION:

The Marvin Center, Rooms 413, 405 900 21st Street, N.W. The George Washington University Washington, D.C. 20052

Registration Deadline: February 10, 1989

Registration Fee: \$50

(Limited to 25 applicants)

Friday, March 3, 1989 9:00 a.m.-5:00 p.m.

- *Welcome
- *Introductory remarks
- *Panel discussion

Participants:

Carol Bier, Curator
Eastern Hemisphere Collections
The Textile Museum (Washington, D.C.)

Laurence O'Reilly, Director of Exhibits, SI, NMNH (Washington, D.C.)

Anna Slafer, Education Coordinator, National Building Museum (Washington, D.C.)

Charles West, Manager of Creative Services, Baltimore Aquarium (Baltimore, Maryland)

Director

- *Anatomy of an exhibition: Ann Rossilli, Ann Rossilli Design, Inc., Washington, D.C.
- * On-site museum exhibition reviewing exercise

Saturday, March 4, 1989 9:00 a.m.-5:00 p.m..

*Hands-on group activity

*"The Game," a model for the team approach to exhibition planning and design:

Elaine Heumann Gurian, Deputy Assistant Secretary of Museums SI

The Museum Education Program at The George Washington University is an interdisciplinary master's degree program that balances academic studies with supervised fieldwork at educational sites and museums. In addition to training entering and advancing educators, the program contributes to the continuing education of practicing museum professionals by organizing lectures, colloquia, and workshops on topics related to museum audiences and museum learning.

The Museum Education Roundtable, a non-profit education organization, seeks to improve educational services in museums, to foster communication between museums and their audiences, and to promote professional development and recognition.

The George Washington University Museum Education Program 2201 G Street, N.W. Washington, D.C. 20052

MUSEUM EXHIBITION PLANNING AND DESIGN: AN INTRODUCTORY WORKSHOP

March 3-4, 1989 Washington, D.C.

Presented by the Museum Education Program School of Education and Human Development The George Washington University

Co-sponsored by Museum Education Roundtable

Please enroll me/us for Registration Form: Title____ Complete this form and mail it with Museum____ your check or money order (payable to the George Washington University) no Address City____State___Zip____ later than February 10, 1989, to Phone Number _____ Museum Exhibition Planning and Design Fee: \$50 Workshop, The George Washington University, Museum Education Program, 2201 G Street, N.W., Washington, D.C. 20052 Title

Museum

Fee: \$50

City____State___Zip___

Phone Number_____

A 50% cancellation fee will be charged for cancellations received after February 24, 1989. The registration fee is fully refundable if you submit a written request by that date. You may also arrange to send a substitute before the session begins by calling the Museum Education Program (202) 994-6820.

The University's location on the Metro blue & orange lines (Foggy Bottom-GWU station) makes it accessible to many hotels in the Washington area. These are among the hotels within walking distance.

 Lombardy Hotel
 State Plaza Hotel
 University Inn

 2019 I St., NW
 2117 E St., NW
 2134 G St., NW

 Washington, DC 20037
 Washington, DC 20037
 Washington, DC 20037

 1-800-424-5486
 1-800-424-2859
 (202) 342-8020

The George Washington University does not discriminate against any person on the basis of race, color, religion, sex, national origin, age, handicap, or veteran status. This policy covers all programs, services, policies, and procedures of the University, including admission to educational programs and employment. The University is subject to the District of Columbia Human Rights Law.

Inquiries concerning the application of this policy and federal laws and regulations concerning discrimination in education or employment programs and activities may be addressed to

George Washington University, Rice Hall, Washington, D.C. 20052, (202) 994-6508, or to the Assistant Secretary for Civil Rights of the Department of Education.

Disabled individuals who need special information should call the office of Disabled Student Services, (202) 994-8250 (TDD/voice)

Nov. 30, 1988

Mark L. Goldstein (202) 994-6460

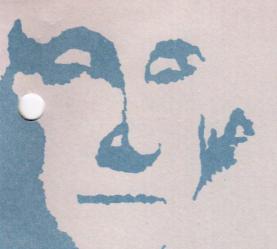
ATTENTION: CALENDAR EDITORS

MUSEUM EDUCATION PROGRAM TO HOLD EXHIBITION WORKSHOP

"Museum Exhibition Planning and Design" will be the focus of a two-day seminar at The George Washington University in March 1989.

The program will be held from 9 a.m. to 5 p.m., Friday and Saturday, March 3 and 4, in Rooms 413 and 405 of the Marvin Center, 800 21st Street, NW, at The George Washington University.

The seminar is sponsored by George Washington's Museum Education Program, School of Education and Human Development. Registration is \$50, and the application deadline is Feb. 10. For more information, call (202) 994-6820.



News from THE GEORGE WASHINGTON UNIVERSITY Office of University Relations / Washington, D.C. 20052/(202) 994-6460

Nov. 30, 1988

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MEDIA ADVISORY

FUTURE INTERNATIONAL AGENDA FOR SPACE EXPLORATION IS TOPIC OF GEORGE WASHINGTON UNIVERSITY SYMPOSIUM

WHAT: "Developing the International Agenda for Space Exploration" is the focus of a half-day symposium to examine the prospects for increased international cooperation in space activity. The symposium will emphasize the contributions that broad international collaboration can make to advancing U.S. interests in space.

WHO: The symposium features some of the world's space program leaders, along with American space experts from government and industry. Attendees also will include key individuals from Europe, Japan and other countries.

WHEN: 2 p.m. - 5 p.m. Friday, Dec. 9

WHERE: The George Washington University

Marvin Theatre 800 21st Street, NW

PROGRAM:

2 p.m. Welcoming Remarks: John M. Logsdon, Director, Space Policy Institute, The George Washington University

2:15 p.m. Opening Remarks: Representative of President-Elect Bush

2:30 p.m. Keynote Address: "What Mars can do for America"

Carl Sagan, Cornell University; President, The Planetary Society

3:30 p.m. Panel Discussion: The Prospects for International Cooperation

FUTURE INTERNATIONAL AGENDA FOR SPACE EXPLORATION -- P. 2 of 3

Panelists:

Lew Allen, Jet Propulsion Laboratory; Roger Bonnet, European Space Agency; Hans Mark, Univ. of Texas; John McLucas, QuesTech, Inc., and others

BACKGROUND:

The public symposium is part of a two-and-one-half day conference which will examine ways of increasing international cooperation in space activity during the next few years. Sponsored by George Washington University's Space Policy Institute and by The Planetary Society, the symposium will focus on the contribution of broad international collaboration in advancing U.S. interests in space. The symposium also will examine the potential benefits of and the problems associated with enhanced international space cooperation.

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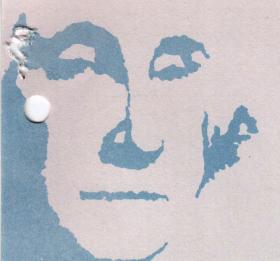
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News from The George Washington University

Office of University Relations / Washington, D.C. 20052 / (202) 994-6460

Dec. 2, 1988 Charlotte Ericson (202) 994-6460

MEDIA ADVISORY

FUTURE INTERNATIONAL AGENDA FOR SPACE EXPLORATION IS TOPIC OF GEORGE WASHINGTON UNIVERSITY SYMPOSIUM

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SYMPOSIUM PROGRAM

9:00-9:15am	Welcoming Remarks John M. Logsdon, Director, Space Policy Institute, The George Washington University
9:15-10:00am	What Have We Learned in Twenty-Five Years? Eugene Levy, Director, Lunar and Planetary Laboratory, University of Arizona
10:00-10:15am	Coffee Break
10:15-11:30am	The Golden Years of Planetary Exploration Panelists: William Pickering, former Director, JPL, on getting the planetary program started Albert Hibbs, former Chief Scientist, JPL, on doing science on planetary missions John Naugle, former Chief Scientist, NASA, on planning the planetary missions for 1970s
11:30am-12:15pm	Solar System Exploration in Historical Perspective Stephen Pyne, Arizona State University West and Author of Fire in America and Ice: A Journey to Antarctica
12:15-1:30pm	Lunch (not provided, but numerous restaurants in all price ranges nearby)
1:30-2:15pm	What Happened to Slow the Pace of Solar System Exploration? Bruce Murray, former Director, JPL
2:15-3:00pm	The Unanswered Questions That Justify Further Exploration Carl Sagan, Cornell University
3:00-3:15pm	Coffee Break
3:15-4:30pm	Prospects for Solar System Exploration Panelists: Robert Peppin, Chairman, Committee on Planetary and Lunar Exploration, National Academy of Sciences Hugh Loweth, formerly Deputy Associate Director for Energy and Science, Office of Management and Budget John Aaron, Assistant Administer for Exploration, NASA Lew Allen, Director, JPL
4:30-5:00pm	Closing Remarks James C. Fletcher, Administrator, NASA

- Admission to the symposium is free and no pre-registration or tickets are required. However, seating will be limited due to the size of the auditorium.
- The symposium will take place in the Dorothy Betts Marvin Theatre, located in the Marvin Center on the George Washington University campus at 800 21st Street NW. There is parking in the building; the Foggy Bottom / GWU metro stop is one block away.
- Funds for the conduct of this symposium come from the Division of Solar System Exploration, NASA and from the support provided to the Space Policy Institute by Martin Marietta and Boeing Aerospace.
- For additional information, call (202) 994-7292.

SPACE POLICY INSTITUTE

The George Washington University established a Space Policy Institute in July 1987 as a center of objective competence in an important area of national and international activity. The Institute conducts research on space policy issues, organizes seminars, symposia, and conferences on various topics and offers graduate courses on space policy. It operates under the auspices of the Graduate Program in Science, Technology, and Public Policy of GWU's School of International Affairs, but draws on all university resources that can contribute to its work. The Space Policy Institute will at least initially focus on policy issues related to civilian space activities and their interactions with national security space programs. The GWU Space Policy Institute provides a setting in which scholars, policy analysts, and practitioners can work together to examine and evaluate options for the nation's future in space. The Institute is directed by Dr. John M. Logsdon.

SPACE POLICY INSTITUTE

The George Washington University Gelman Library 714 2130 H Street, N.W. Washington, D.C. 20052

NEW COPY

Space Policy Institute

The George Washington University

ANNOUNCES A SYMPOSIUM

ON

SOLAR SYSTEM EXPLORATION ORIGINS, EVOLUTION, AND FUTURE PROSPECTS

On the Occasion of the Twenty fifth Anniversary of the First Successful Planetary Mission, the Mariner 2 Flyby of Venus

Wednesday, December 9 9:00 a.m. - 5:00 p.m. Dorothy Betts Marvin Theatre 800 21st Street, N.W. (corner 21st and H)

ADMISSION FREE - NO PREREGISTRATION - LIMITED SEATING

Symposium arranged in collaboration with the National Space Society and the Planetary Society

CIRCULATING

DINA	LORETTA	
TTE	CHARLOTTE	
LEN	DAN	
SANDY	STACY	
JAMIE JUT	SHIRLEY	
DIANA	MARK	
PEGGY	JANE	

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b) Style, Capital Life c) National Desk 18) Computers 2) Metro Newspapers a) D.C.
b) Maryland (PG County)
c) Maryland (Montgomery County)
d) Northern Virginia 19) Congress a) News Desk
b) Public Affairs Director c) PSA Director 20) Consumer d) Talk Show/Public Affairs Show 4) Local Radio a) News Director b) PSA Director Calendar Listings 21) Dance d) Talk Show/Public Affairs Show 5) General Interest and News Magazines a) Local Coverage b) National Coverage MISCELLANEOUS GENERAL 22) Drama 6) National Daily a) Washington Bureau
b) Home Office Lifestyle Editor d) Op-Ed Editor Vire Services (AP/UPI)) City Desk b) National Desk c) Broadcast d) AP Calendar/UPI Daybook 8) Syndicates/News Services a) Newspapers b) Broadcast a) Network Radio News Desk b) Network Radio News Desk 9) National Broadcast 25) Energy c) Network TV News Desk d) Network TV Shows e) Non-Network Radio Talk Shows 26) Engineering 10) Foreign Media a) Australian b) British Canadian d) Hispanic 27) Environment e) Japanese f) French g) German 28) Federal (NOTE: <u>Underlined categories</u> which follow are major categories, containing extensive media listings in sub-categories a, b, c.
Non-underlined categories generally contain listings limited to local media in sub-categories a, b, c.) 29) Film SJECT or AUDIENCE Advertising/Public Relations/Marketing newspaper reporters (local, national and syndicates) 30) Health Services d) specialized publication reporters (magazine, newsletters, etc.) 12) Architecture a) newspaper reporters
d) specialised publication reporters 31) Historical 13) Art a) newspaper reporters
b) radio reporters 32) Labor c) TV reporters
d) specialised publication reporters TV reporters 14) Black-Oriented Audience a) newspapers 33) Law/The Courts b) radio
c) TV
d) specialised publications 15) Business
a) newspaper reporters
b) radio reporters
c) TV reporters 34) Libraries 35) Literary d) specialised publication reporters

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d) specialised publication reporters
e) calendar listings

36) Media a) newspaper reporters b) radio reporters c) TV reporters d) specialized publications e) calendar listings 37) Military a) newspapers
d) specialized publications 38) Museums d) specialised publication reporte 39) Music a) newspaper reporters b) radio reporters c) TV reporters d) specialized publication reporte e) calendar listings 40) Politics a) newspaper reporters b) radio reporters c) TV reporters
d) specialized publication reporte

41) Pentagon/Defense National Security
a) newspaper reporters c) TV reporters
d) specialized publications

42) Public Policy

a) newspaper reporters
d) specialized publication reports 43) Public/International Affairs

State Department
a) newspaper reporters b) radio reporters c) TV reporters

d) specialized publication reporte

44) Regulatory Agencies

a) newspaper reporters b) radio reporters c) TV reporters d) specialized publication reporte

45) Religion a) newspaper reporters d) specialized publication reporte

46) Social Sciences (Psychology, Sociology)
a) newspaper reporters

d) specialized publication reporte

47) Science a) newspaper reporters b) radio reporters c) TV reporters

d) specialised publication reporte 48) Technology

a) newspaper reporters
c) TV reporters
d) specialized publication reporter
e) calendar listings

49) Telecommunications

a) newspaper reporters
d) specialized publication reporter e) calendar listings

50) Travel a) newspaper reporters d) specialized publications (in-flight magazines)
s) travel trade publications

51) White House a) newspaper reporters b) radio reporters c) TV reporters

d) specialized publication reporter 52) Women's Issues

a) newspaper reporters d) specialized publication reporte:

53) Women/Family/ Leisure-Oriented Audience d) specialized publications 54) Youth-Oriented Audience

a) newspaper reporters/columns b) radio reporters/shows c) TV shows

d) specialized publications/report e) calendar listings

OTHER:

December 6, 1987

Media Contact: Loretta Hardge

(202) 994-6460

Public Contact: Anne Scammon

(202) 994-6495

FOR IMMEDIATE RELEASE

1989 CAREER WEEK SCHEDULED FOR THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, D.C. -- Career Week '89 has been scheduled for Tuesday, Feb. 7, through Thursday, Feb. 9, at The George Washington University. Sponsored by the University's Career Services Center, the program brings together working professionals, students and members of the community to discuss career opportunities and strategies for success. Admission is free and open to the public.

Panel presentations, lectures, group discussions and special events are scheduled from noon until 8 p.m. each day at the University's Marvin Center, 800 21st Street, N.W.

Career Week events are organized into three tracks -- "Choosing a Career," "Landing a Job" and "Moving Up." In each series, participants may learn about specific career fields, ask questions about job search strategies and network with experienced professionals.

For more information about Career Week call (202) 994-6495, or visit the Career Services Center office in the George Washington University Academic Center (801 22nd St. NW), Room T-509.



News from THE GEORGE WASHINGTON UNIVERSITY

Office of University Relations / Washington, D.C. 20052 / (202) 994-6460

December 6, 1987

Media Contact: Loretta Hardge

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For more information about Career Week call (202) 994-6495, or visit the Career Services Center office in the George Washington University Academic Center (801 22nd St. NW), Room T-509.

The George Washington University

CAREER WEEK '89

Invest In Your Future

Career Week '89, February 6 - 10, promises to provide stimulating career information to students and alumni at any career stage. This will be the seventh annual Career Week coordinated by The George Washington University Career Services Center. Through panel presentations, lectures, open houses, group discussions and a Career Fair, students and alumni have the opportunity to explore career fields, learn strategies for obtaining jobs and discuss current career trends with experienced professionals. More than forty programs are designed around three themes, each corresponding to a different stage in the career planning process.

Choosing a Career



These programs provide a basic introduction to career fields and are for those still exploring career options. Students and alumni who have already decided on a career are encouraged to attend these workshops for the valuable opportunity to interact with seasoned professional in their chosen field. Featured programs include: "Careers in Advertising," "Moving Into Marketing," and International Affairs Careers."

Landing a Job



Appropriate for entry level or experienced professionals, this series of programs features information about hidden job resources, methods for obtaining employment and suggestions for effective networking. Programs include: "Climbing the Capitol Hill," "Obtaining A Job in International Business," and "Applying For Jobs in the Federal Government."

Moving Up



Programs in this series provide information about current career trends for professional advancement. Strategies for success and professional development skills will be highlighted. Programs include: "Next Step: Associations" and "Management Consulting in the '80's."

Career Week '89 programs will be held in the Marvin Center, Tuesday, February 7 through Thursday, February 9, between noon and 8pm, with a Career Fair hosting over 50 employers, in the ballroom on Thursday, February 9. A complete Program Schedule for the week's events will be available from the Career Services Center, Academic Center, Suite T 509, in January 1989. Contact the Center for more information, 994-6495.

STT Applinted to DE Educ Board

SLUG:

AUTHOR: Julia 16) College News

DATE RELEASED: 12/1/88

GENERAL.

17) Community (18) DATE RELEASED: 12/1/ a) newspaper reporters
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e) calendar listings 29) Film a) newspaper report b) radio reporters SUBJECT or AUDIENCE c) TV reporters 50) Travel d) specialised publication reporters a) newspaper reporters 11) Advertising/Public Relations/Marketing d) specialised publications (in-flight magasines) s) travel trade publications e) calendar listings a) newspaper reporters (local, national and syndicates) 30) Health Services a) newspaper reporters b) radio reporters d) specialised publication reporters (magasine, newsletters, etc.) 51) White House
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16) College Newspapers (local)

36) Media

December 6, 1988

Loretta Hardge (202) 994-6460

FOR IMMEDIATE RELEASE

TRACHTENBERG APPOINTED TO D.C. PUBLIC EDUCATION COMMITTEE
WASHINGTON, D.C. -- Stephen Joel Trachtenberg, President of
The George Washington University, has been appointed to the
District of Columbia's Public Education Committee. The mission of
the newly formed committee is to evaluate the D.C. public school
system and to develop a long-range plan that, when implemented, will
improve the education provided to children in the District of
Columbia.

A number of meetings will be planned at schools throughout the city to obtain the views of teachers, principals, parents and others involved with the school system. Preliminary recommendations are expected to be issued by the end of the current school year.

The 48-member committee includes civic, business, and educational leaders from the District, parents active in school organizations and nationally recognized experts in education and related areas.

Trachtenberg, a noted educator whose career spans some 22 years, served as a special assistant for two years to the U.S.

TRACHTENBERG APPOINTED TO D.C. COMMITTEE

Education Commissioner, Department of Health, Education and Welfare, and was secretary for a Lyndon B. Johnson White House Task Force on Education. He has on numerous occasions testified before congressional committees, addressed distinguished educators and scholars and published position papers in national media and specialized journals.

In August 1988, he joined The George Washington University as president and professor of public administration. Prior to that he served, for eleven years, as president of the University of Hartford and professor of public administration and law.



News from THE GEORGE WASHINGTON UNIVERSITY Office of University Relations / Washington, D.C. 20052/(202) 994-6460

December 6, 1988

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Dec. 6, 1988

MEDIA CONTACT: Charlotte Ericson

(202) 994-6460

PUBLIC CONTACT: Lynn Krupsaw

(202) 994-2234

MEDIA ADVISORY

GEORGE WASHINGTON UNIVERSITY TO HOLD OPEN HOUSE ON CAREERS IN HIGH TECHNOLOGY

EVENT: An open house on careers in high technology will

feature information and exhibits on aerospace, computer

science, robotics, engineering and other fields.

Sponsored by George Washington's School of Engineering and Applied Science, the session is designed for high school students interested in science and engineering.

Parents also are welcome.

WHEN: 4:30 p.m. - 7 p.m.

Thursday, Dec. 15

WHERE: The George Washington University

Marvin Center Continental Room (third floor)

800 21st Street, NW

(A few blocks from the Foggy Bottom/GWU Metro stop)

BACKGROUND: Designed for high school students interested in a future in science and engineering, the open house will feature information and exhibits provided by career professionals, employers, and members of The George Washington University faculty and staff.

The following fields will be represented: aerospace, chemistry, computer science, environmental engineering, mathematics, operations research, statistics, telecommunications, applied science, civil engineering, electrical engineering, information systems, mechanical engineering, physics, systems analysis, biomedical engineering, computer engineering, engineering administration, management science, naval science, robotics and computer integrated manufacturing.

Information also will be available on educational and career opportunities at George Washington University's School of Engineering and Applied Science.

** For information, call Lynn Krupsaw at (202) 994-2234.



News from THE GEORGE WASHINGTON UNIVERSITY

Office of University Relations / Washington, D.C. 20052 / (202) 994-6460

Dec. 6, 1988

MEDIA CONTACT:

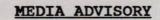
Charlotte Ericson

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CIRCULATING

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JAMIE JU	SHIRLEY	
PEGGY	MARK	
DIANA	JANE	

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SLUG: SEPS. PSA (open house) AUTHOR: Charlotte 16) College Newspapers (local) 36) Media a) newspaper reporters DATE RELEASED: b) radio reporters 17) Community (Non-Media) GENERAL a) Campus b) D.C. TV reporters d) specialised publications
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e) calendar listings OTHER: 35) Literary a) newspaper reporters d) specialised publication reporters e) calendar listings

Dec. 6, 1988

MEDIA CONTACT: Charlotte Ericson

(202) 994-6460

PUBLIC CONTACT: Lynn Krupsaw

(202) 994-2234

Public Service Announcement to run through Dec. 15, 1988 (30 seconds)

ATTENTION HIGH SCHOOL STUDENTS INTERESTED

IN SCIENCE AND ENGINEERING! THE GEORGE WASHINGTON

UNIVERSITY WILL HOLD AN OPEN HOUSE ON CAREERS

IN HIGH TECHNOLOGY FROM 4:30 TO 7 P.M. THURSDAY,

DECEMBER 15TH. THE OPEN HOUSE WILL FEATURE

INFORMATION AND EXHIBITS ON MANY CAREER FIELDS,

INCLUDING ENGINEERING, AEROSPACE, COMPUTER SCIENCE

AND ROBOTICS. DETAILS WILL ALSO BE AVAILABLE ON

EDUCATIONAL OPPORTUNITIES AT GEORGE WASHINGTON'S

SCHOOL OF ENGINEERING AND APPLIED SCIENCE. FOR

MORE INFORMATION, CALL 994-2234. THAT'S 994-2234.



News from THE GEORGE WASHINGTON UNIVERSITY Office of University Relations / Washington, D.C. 20052 / (202) 994-6460

Dec. 6, 1988

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PUBLIC CONTACT: Lynn Krupsaw

(202) 994-2234

Public Service Announcement to run through Dec. 15, 1988
(30 seconds)

IN SCIENCE AND ENGINEERING! THE GEORGE WASHINGTON UNIVERSITY WILL HOLD AN OPEN HOUSE ON CAREERS IN HIGH TECHNOLOGY FROM 4:30 TO 7 P.M. THURSDAY, DECEMBER 15TH. THE OPEN HOUSE WILL FEATURE INFORMATION AND EXHIBITS ON MANY CAREER FIELDS, INCLUDING ENGINEERING, AEROSPACE, COMPUTER SCIENCE AND ROBOTICS. DETAILS WILL ALSO BE AVAILABLE ON EDUCATIONAL OPPORTUNITIES AT GEORGE WASHINGTON'S SCHOOL OF ENGINEERING AND APPLIED SCIENCE. FOR MORE INFORMATION, CALL 994-2234. THAT'S 994-2234.



OPEN HOUSE

Washington, D.C. 20052 | School of Engineering and Applied Science | Office of the Dean | (202) 994-6080

HIGH SCHOOL STUDENTS INTERESTED IN SCIENCE AND ENGINEERING

THE GEORGE WASHINGTON UNIVERSITY SCHOOL OF ENGINEERING AND APPLIED SCIENCE

is pleased to sponsor a

OPEN HOUSE ON PROFESSIONS IN HIGH-TECHNOLOGY

Thursday, December 15, 1988 4:30 - 7:00 p.m. The Marvin Center, 800 21st Street, N.W., Washington, D.C. Continental Room, Third Floor

This open house is for high school students and their parents and will feature information and exhibits provided by career professionals, employers, and members of the GWU faculty and staff representing such fields as:

Aerospace Chemistry Computer Science Environmental Engineering Information Systems Mathematics Operations Research Statistics Telecommunications

Applied Science Civil Engineering Electrical Engineering Mechanical Engineering Physics Systems Analysis

Biomedical Engineering Computer Engineering Engineering Administration Management Science Naval Science Robotics and Computer Integrated Manufacturing

Information will also be available concerning:

- University Admissions
- Scholarships and financial assistance
- The Science and Engineering Apprentice Programs
- Cooperative education
- Naval ROTC
- Laboratories and facilities
- Career opportunities

For additional information, contact the Science and Engineering Apprentice Programs Office at 202/994-2234.

Please post or share this notice

CIRCULATING

DINA	LORETTA	
YVETTE	CHARLOTTE	
HELEN	DAN	
SANDY	STACY	
JAMIE	SHIRLEY	
DIANA	MARK	
PEGGY	JANE	

NOTES

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a) Metro Desk b) Style, Capital Life	d) Virginia	37) Military
c) National Desk	18) Computers	a) newspapers
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b) Public Affairs Director c) PSA Director	201 0	d) specialised publication report e) calendar listings
d) Talk Show/Public Affairs Show	20) <u>Consumer</u> a) newspaper reporters	e) calendar intings
	b) radio reporters	40) Politics
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b) PSA Director	d) specialised publication reporters	c) TV reporters
c) Calendar Listings	21) Dance	d) specialised publication report
d) Talk Show/Public Affairs Show	a) newspaper reporters	41) Pentagon/Defense
5) General Interest and News Magasines	b) radio reporters c) TV reporters	National Security
a) Local Coverage	d) specialised publication reporters	a) newspaper reporters
b) National Coverage	e) calendar listings	c) TV reporters
MISCELLANEOUS GENERAL	22) Drama	d) specialised publications
6) National Daily	a) newspaper reporters	42) Public Policy
a) Washington Bureau	b) radio reporters	a) newspaper reporters
b) Home Office	 c) TV reporters d) specialised publication reporters 	d) specialised publication repor
c) Lifestyle Editor d) Op-Ed Editor	e) calendar listings	43) Public/International Affairs
d) Op-Ed Editor	The state of the s	State Department
Vire Services (AP/UPI)	23) Economics/Finance a) newspaper reporters	a) newspaper reporters b) radio reporters
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c) Broadcast	c) TV reporters	d) specialised publication repor
d) AP Calendar/UPI Daybook	d) specialised publication reporters	44) Regulatory Agencies
8) Syndicates/News Services	24) Education	a) newspaper reporters
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e) Non-Network Radio Talk Shows	d) specialised publication reporters	46) Social Sciences (Psychology,
	26) Engineering	Sociology) a) newspaper reporters
10) Foreign Media	c) TV reporters	d) specialised publication report
b) British	d) specialised publication reporters	AT) Salaman
c) Canadian	e) calendar listings	47) Science a) newspaper reporters
d) Hispanic e) Japanese	27) Environment	b) radio reporters
f) French	a) newspaper reporters	c) TV reporters
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follow are major categories, containing	a) newspaper reporters b) radio reporters	d) specialised publication reporter e) calendar listings
extensive media listings in sub-categories a, b, c.	c) TV reporters	e) catelidas lavings
Non-underlined categories generally	d) specialised publication reporters	49) Telecommunications
contain listings limited to local	29) Film	a) newspaper reporters d) specialized publication report-
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SUBJECT or AUDIENCE	b) radio reporters c) TV reporters	50\ T
PODIEGY OF ROMANDA	d) specialised publication reporters	50) Travel a) newspaper reporters
11) Advertising/Public Relations/Marketing	e) calendar listings	d) specialised publications
a) newspaper reporters (local, national and syndicates)	30) Health Services	(in-flight magasines)
d) specialised publication reporters	a) newspaper reporters	s) travel trade publications
(magasine, newsletters, etc.)	b) radio reporters	51) White House
12) Architecture	c) TV reporters d) specialised publication reporters	a) newspaper reporters
a) newspaper reporters	e) calendar listings	b) radio reporters c) TV reporters
d) specialised publication reporters		d) specialised publication reports
13) Art	31) Historical d) specialised publication reporters	PAL Warmen In Yannan
a) newspaper reporters		52) Women's Issues a) newspaper reporters
b) radio reporters	32) <u>Labor</u> a) newspaper reporters	d) specialised publication report
c) TV reporters d) specialised publication reporters	b) radio reporters	53) Women/Family/
e) calendar listings	c) TV reporters	Leisure-Oriented Audience
14) Black-Oriented Audience	d) specialised publication reporters	d) specialised publications
a) newspapers	33) Law/The Courts	54) Youth-Oriented Audience
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15) Business	34) Libraries	e) calendar listings
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) TV reporters	35) Literary	OTHER:
a) specialised publication reporters	a) newspaper reporters	
e) calendar listings	d) specialised publication reporters	

Dec. 7, 1988

Mark L. Goldstein (202) 994-6460

MEDIA ADVISORY

IRS COMMISSIONER GIBBS, ELLIOT RICHARDSON TO SPEAK AT INTERNATIONAL TAX CONFERENCE

EVENT: IRS Commissioner Lawrence Gibbs and Hon. Elliot

Richardson will be the featured speakers at a conference on the taxation of foreign investment

activities in the United States.

WHEN: 9 a.m. to 5 p.m., Dec. 13 and 14

WHERE: Crystal City Marriott Hotel, Crystal City, Virginia.

BACKGROUND: The tax conference, composed of government officials

and business tax experts, is sponsored by the

Internal Revenue Service and The George Washington University. For reservations and more information,

call 994-7020.

* * *

TUESDAY DEC. 13

9 a.m. to 9:40 a.m

Opening remarks by Stephen Joel Trachtenberg, president, The George Washington University, and Lawrence B. Gibbs, commissioner, Internal Revenue Service.

International Tax Conference... Page 2 of 2

9:40 a.m. to noon

An overview of IRS International Operations, moderated by Stanley E. Novack, director, Office of Tax Treaty and Technical Services.

Noon to 1:30 p.m.

Luncheon Speaker: John E. Chapoton, partner, Vinson & Elkins, and former assistant treasury secretary for tax policy.

1:30 p.m. to 5 p.m.

Panel II Interest, Dividends and Passive Income, moderated by Karl W. Viehe, adjunct professor of International Taxation, The George Washington University.

WEDNESDAY DEC. 14

9 a.m. to Noon

Panel III Active Business Income, moderated by Karl W. Viehe.

Noon to 1:30 p.m.

Luncheon Speaker: Hon. Elliot L. Richardson, senior partner, Milbank, Tweed, Hadley & McCloy, and chairman, Association for Foreign Investment in America.

1:30 p.m. to 3:15 p.m.

Panel IV Real Estate Investment, moderated by Karl W. Viehe.

3:30 p.m. to 5 p.m.

Panel V Partnerships, moderated by Karl W. Viehe.



News from the George Washington University

Office of University Relations / Washington, D.C. 20052 / (202) 994-6460

Dec. 7, 1988

Mark L. Goldstein (202) 994-6460

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WHEN:

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WHERE:

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International Tax Conference... Page 2 of 2

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CIRCULATING

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DINA	LORETTA HUND
YVETTE	CHARLOTTE CE
HELEN	Hhyssa OK W/ Char
SANDY	
JAMIE	SHIRLEY
DIANA	MARK
PEGGY	JANE
11.	NOTES A L
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AUTHOR: # H.M. SLUG:_ 16) College Newspapers (local) 36) Media a) newspaper reporters 12 b) radio reporters 17) Community (Non-Media) DATE RELEASED: a) Campus b) D.C. TV reporters GENERAL d) specialised publications e) calendar listings c) Maryland d) Virginia 1) Local Daily a) Metro Desk
b) Style, Capital Life
c) National Desk 37) Military a) newspapers
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d) Northern Virginia 38) Museums d) specialised publication report 19) Congress a) newspaper reporters b) radio reporters 39) Music a) newspaper reporters
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d) specialised publication report a) newspaper reporters c) TV reporters
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Non-underlined categories generally contain listings limited to local media in sub-categories a, b, c.) 28) Federal d) specialised publication reporte
e) calendar listings a) newspaper reporters
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d) specialised publication reporters 49) Telecommunications a) newspaper reporters 29) Film d) specialised publication report. a) newspaper reporters b) radio reporters e) calendar listings c) TV reporters
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d) specialised publication report 32) Labor c) TV reporters
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b) radio reporters OTHER: c) TV reporters
d) specialised publication reporters
e) calendar listings 35) Literary a) newspaper reporters
 d) specialised publication reporters
 e) calendar listings

Deming Pequest

December 12, 1988

Alyssa Montecalvo (202) 994-6460

REQUEST FOR COVERAGE

DR. W. EDWARDS DEMING TO LECTURE AT THE GEORGE WASHINGTON UNIVERSITY

EVENT: Dr. W. Edwards Deming, industrial quality control

expert, will deliver The George Washington

University's 1988 Distinguished Frank Howard Lecture.

The program is free and open to the public.

WHEN: 6:00 P.M.

Monday, December 19, 1988

WHERE: Marvin Center Theater 800 21st Street, N.W.

The George Washington University

BACKGROUND: Dr. W. Edwards Deming, a distinguished scientist,

author and lecturer, is credited with revolutionizing quality and economic manufacturing and production procedures. He has written some 170 papers and several books, including "Out of the Crisis,"

published by the MIT Center for Advanced Engineering

Study.

The Dec. 19 lecture is sponsored by the George Washington Engineering Alumni Association.

Media representatives planning to attend this program should contact Alyssa Montecalvo, University Relations Office, at (202) 994-6460.



News from

THE GEORGE WASHINGTON UNIVERSITY

Office of University Relations / Washington, D.C. 20052 / (202) 994-6460

December 12, 1988

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Madaga MARIS TIS	92	
SLUG: AUTHOR:	16) College Newspapers (local)	36) Media
DATE RELEASED: Ded /3 -89	17) Community (Non-Media)	a) newspaper reporters b) radio reporters
GENERAL	a) Campus	c) TV reporters
Local Daily	b) D.C. c) Maryland	d) specialised publications e) calendar listings
a) Metro Desk b) Style, Capital Life	//d d) Virginia	
c) National Desk	18) Computers	37) Military a) newspapers
2) Metro Newspapers	a) newspapers reporters d) specialised publication reporters	d) specialised publications
a) D.C. b) Maryland (PG County)	e) calendar listings	38) Museums
c) Maryland (Montgomery County)	19) Congress	d) specialised publication report
d) Northern Virginia	a) newspaper reporters b) radio reporters	39) Music a) newspaper reporters
3) Local TV a) News Desk	c) TV reporters d) specialised publication reporters	b) radio reporters c) TV reporters
b) Public Affairs Director	d) specialised publication reporters	d) specialised publication report
c) PSA Director d) Talk Show/Public Affairs Show	20) <u>Consumer</u> a) newspaper reporters	e) calendar listings
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6) National Daily	22) Drama a) newspaper reporters	42) Public Policy
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c) Broadcast d) AP Calendar/UPI Daybook	c) TV reporters d) specialised publication reporters	d) specialized publication report
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8) Syndicates/News Services a) Newspapers	a) newspaper reporters	b) radio reporters c) TV reporters
b) Broadcast	b) radio reporters c) TV reporters	d) specialised publication report
9) National Broadcast	d) specialised publication reporters	45) Religion
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c) Network TV News Desk d) Network TV Shows	a) newspaper reporters c) TV reporters	
e) Non-Network Radio Talk Shows	d) specialised publication reporters	46) Social Sciences (Psychology, Sociology)
10) Foreign Media	26) Engineering	a) newspaper reporters d) specialised publication report
a) Australian b) British	c) TV reporters d) specialised publication reporters	
c) Canadian	e) calendar listings	47) Science a) newspaper reporters
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contain listings limited to local	29) Film	a) newspaper reporters d) specialised publication report
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SUBJECT or AUDIENCE	c) TV reporters	50) Travel
11) Advertising/Public Relations/Marketing	d) specialised publication reporters e) calendar listings	a) newspaper reporters d) specialised publications
a) newspaper reporters (local, national and syndicates)	20) Health Samicas	(in-flight magasines)
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14) Black-Oriented Audience	d) specialised publication reporters	d) specialised publications
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b) radio reporters) TV reporters	35) Literary	OTHER:
d) specialised publication reporters	a) newspaper reporters	
e) calendar listings	d) specialised publication reporters e) calendar listings	

MAILING DATE: December 13, 1988

CONTACT: Jane Lingo

(202) 994-6460

FOR IMMEDIATE RELEASE

WORKS OF 19TH CENTURY PHOTOGRAPHER NADAR ON EXHIBIT

WHAT: 19TH CENTURY PHOTOGRAPHS

WHO: CELEBRITIES OF THE FRENCH CULTURAL SCENE OF THE 1800s

WHEN: DECEMBER 19, THROUGH JANUARY 27, 1989

Hours are 10 a.m. to 7 p.m.

WHERE: COLONNADE GALLERY, MARVIN CENTER

THE GEORGE WASHINGTON UNIVERSITY

WASHINGTON, D.C. -- Works of Nadar, one of France's most famous

19th century photographers, will be on display at the Colonnade

Gallery from Monday, December 19, through Friday, January 27, 1989.

The exhibition will include 50 portraits of 19th century French artistic, literary, and political figures including Charles

Baudelaire, Sarah Bernhardt, Claude Debussy, Leon Gambetta, Victor

Hugo, and Edouard Manet. Traits and mannerisms of Nadar's subjects are said to be skillfully captured in his portraits.

An innovator, Nadar pioneered in underground and underwater photography, micro and military photography, and photography by artificial light. Always a friend to the new, he lent his studio to the Impressionists for their first salon in 1874.

WORKS OF 19TH CENTURY PHOTOGRAPHER NADAR ON EXHIBIT - Page 2 of 2

The Colonnade Gallery is located on the third floor of the Marvin Center, 800 21st Street, N.W., Washington, D.C. Hours are 10 a.m.to 7 p.m. daily. For more information, call 994-6546.



News from THE GEORGE WASHINGTON UNIVERSITY Office of University Relations / Washington, D.C. 20052 / (202) 994-6460

MAILING DATE: December 13, 1988

CONTACT: Jane Lingo

(202) 994-6460

FOR IMMEDIATE RELEASE

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CIRCULATING

CIRC	CULATING
DINA	LORETTA
**	CHARLOTTE
HELEN	HEATHER
SANDY	ALYSSA M
JAMIE	KELLIE Author
PEGGY	
DIANA	JANE

NOTES



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Editor, Law Reporter THE DAILY WASHINGTON 1625 Eye Street, NW #814 Washington, DC 20006

Editor NATIONAL LAW JOURNAL 1183 National Press Bldg. Washington, DC 20045

Dean Friedenthal National Law Center CAMPUS Lerner 102

Susan Medalie Assistant Dean NATIONAL LAW CENTER Lerner, 102

Daniel B. Moskowitz
Business law (calum)
The Washington Post
"Washington Business

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CRIMINAL JUSTICE NEWSLETTER Pace Publications 51 E. 42nd Street New York, NY 10017

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Washington, DC 20001

Editor, The Assn. of Trial Lawyers TRIAL 1050 31st Street, NW Washington, DC 20007

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DISTRICT LAWYER
1707 L Street, NW 6th F1.
Washington, DC 20036-4201



News from THE GEORGE WASHINGTON UNIVERSITY Office of University Relations / Washington, D.C. 20052/(202)994-6460

Jan. 23, 1989

CONTACT:

Kellie J. Boyet (202) 994-6460

FOR IMMEDIATE RELEASE

GWU NATIONAL LAW CENTER TOPS LOCAL SCHOOLS ON MARYLAND BAR EXAM

Students from The George Washington University National Law Center passed the Maryland Bar Exam with a rate higher than any other law school in the Washington Metropolitan area. George Washington's 87% pass rate also was 17 percentage points higher than the national average for all 105 law schools represented.

"We are extremely pleased with this year's results," said

Jack Friedenthal, dean of the National Law Center. "We have a

very strong student body; they work hard and their achievements

are a positive reflection on the National Law Center and its

faculty."

According to figures released last month by the Maryland Board of Law Examiners, 82 National Law Center students took the bar exam and 71 passed. In 1987, 60 students from the National Law Center took the exam and 52 passed, a pass rate of 86.7 percent.

2,600 graduates of the National Law Center live and/or practice law in Maryland, which accounts for more than 10% of The George Washington University's total Maryland alumni.

Dec. 13, 1988

Loretta Hardge (202) 994-6460

LAW STUDENTS PASS MARYLAND BAR EXAM

Students from The George Washington University's National Law Center achieved an 87 percent pass rate on the Maryland Bar Exam this summer.

According to figures recently released by the Maryland Board of Law Examiners, 87 percent of National Law Center students who took the exam received passing scores -- 82 students took the bar and 71 passed. In 1987, 60 students from the National Law Center took the exam and 52 passed, a pass rate of 86.7 percent.

"We are extremely pleased with this year's results, " said Jack Friedenthal, dean of the National Law Center. "We have a very strong student body; they work hard and their achievements are a positive reflection on the National Law Center and its faculty," he added.

Some 2,600 graduates of the National Law Center live in Maryland, accounting for more than 10 percent of the University's total Maryland alumni.



News from THE GEORGE WASHINGTON UNIVERSITY Office of University Relations / Washington, D.C. 20052/(202) 994-6460

Dec. 13, 1988

Loretta Hardge (202) 994-6460

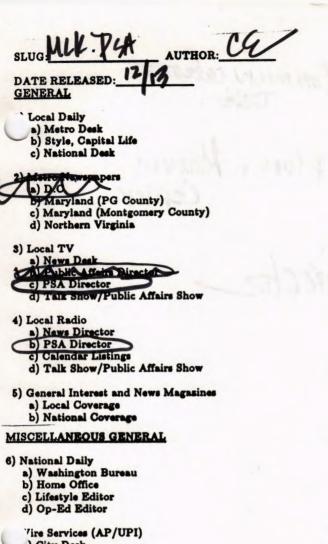
LAW STUDENTS PASS MARYLAND BAR EXAM

Students from The George Washington University's National Law Center achieved an 87 percent pass rate on the Maryland Bar Exam this summer.

According to figures recently released by the Maryland Board of Law Examiners, 87 percent of National Law Center students who took the exam received passing scores -- 82 students took the bar and 71 passed. In 1987, 60 students from the National Law Center took the exam and 52 passed, a pass rate of 86.7 percent.

"We are extremely pleased with this year's results, " said Jack Friedenthal, dean of the National Law Center. "We have a very strong student body; they work hard and their achievements are a positive reflection on the National Law Center and its faculty," he added.

Some 2,600 graduates of the National Law Center live in Maryland, accounting for more than 10 percent of the University's total Maryland alumni.



a) City Desk b) National Desk

c) Broadcast d) AP Calendar/UPI Daybook

8) Syndicates/News Services a) Newspapers b) Broadcast

9) National Broadcast

a) Network Radio News Desk b) Network Radio Shows Network TV News Desk Network TV Shows

Non-Network Radio Talk Shows

10) Foreign Media a) Australian b) British Canadian d) Hispanic c) Japanese f) French

g) German

(NOTE: <u>Underlined categories</u> which follow are major categories, containing extensive media listings in sub-categories a, b, c.
Non-underlined categories generally contain listings limited to local media in sub-categories a, b, c.)

SUBJECT or AUDIENCE

11) Advertising/Public Relations/Marketing a) newspaper reporters (local, national and syndicates)

d) specialised publication reporters (magasine, newsletters, etc.)

Architecture

a) newspaper reporters
d) specialised publication reporters

13) Art

a) newspaper reporters b) radio reporters

c) TV reporters

specialised publication reporters

e) calendar listings

14) Black-Oriented Audience

a) newspapers

b) radio
c) TV
d) specialised publications

15) Business

a) newspaper reporters

a) newspaper reporters
b) radio reporters
c) TV reporters
d) specialised publication reporters
e) calendar listings

16) College Newspapers (local)

17) Community (Non-Media)

a) Campus b) D.C.

c) Maryland d) Virginia

18) Computers

a) newspapers reporters d) specialised publication reporters e) calendar listings

19) Congress

a) newspaper reporters

b) radio reporters
c) TV reporters
d) specialised publication reporters

20) Consumer

a) newspaper reporters
b) radio reporters
c) TV reporters

d) specialised publication reporters

21) Dance

a) newspaper reporters b) radio reporters c) TV reporters

d) specialised publication reporters
e) calendar listings

22) Drama

a) newspaper reporters
b) radio reporters

c) TV reporters

d) specialised publication reporters

e) calendar listings

23) Economics/Finance
a) newspaper reporte
b) radio reporters

TV reporters

d) specialised publication reporters

24) Education

a) newspaper reporters
 b) radio reporters
 c) TV reporters

d) specialised publication reporters

25) Energy

a) newspaper reporters
c) TV reporters
d) specialised publication reporters

26) Engineering

c) TV reporters
d) specialised publication reporters

e) calendar listings

27) Environment

a) newspaper reporters
c) TV reporters
d) specialised publication reporters

28) Federal

a) newspaper reporte b) radio reporters

c) TV reporters
d) specialised publication reporters

29) Film

a) newspaper reporters
b) radio reporters
c) TV reporters
d) specialised publication reporters

calendar listings

30) Health Services

a) newspaper reporters b) radio reporters

c) TV reporters

d) specialised publication reporters
e) calendar listings

31) Historical

d) specialised publication reporters

32) Labor

a) newspaper reporters
b) radio reporters
c) TV reporters
d) specialised publication reporters

33) Law/The Courts

a) newspaper reporters
c) TV reporters
d) specialised publication reporters

34) Libraries

35) Literary

d) specialised publication reporters

a) newspaper reporters
 d) specialised publication reporters
 e) calendar listings

36) Media

a) newspaper reporters

b) radio reporters c) TV reporters

d) specialised publications

e) calendar listings

37) Military

a) newspapers
d) specialised publications

38) Museums

d) specialised publication report

39) Music

a) newspaper reporter

b) radio reporters

c) TV reporters d) specialised publication report

e) calendar listings

40) Politics

a) newspaper reporters b) radio reporters

c) TV reporters

d) specialised publication repor

41) Pentagon/Defense National Security
a) newspaper reporters

c) TV reporters

d) specialized publications

42) Public Policy

a) newspaper reporters
d) specialised publication report

43) Public/International Affairs

State Department
a) newspaper reporters

b) radio reporters

c) TV reporters
d) specialised publication report

44) Regulatory Agencies

a) newspaper reporters

b) radio reporters

c) TV reporters
d) specialised publication report

45) Religion

a) newspaper reporters

d) specialised publication report

46) Social Sciences (Psychology, Sociology)

a) newspaper reporters
d) specialised publication report

47) Science

a) newspaper reporters b) radio reporters

c) TV reporters
d) specialised publication report

48) Technology

a) newspaper reporters c) TV reporters

d) specialised publication report.
e) calendar listings

49) Telecommunications

a) newspaper reporters
d) specialised publication reporter

e) calendar listings

50) Travel

a) newspaper reporters

d) specialised publications (in-flight magasines)

s) travel trade publications

51) White House

a) newspaper reporters

b) radio reporters

c) TV reporters d) specialised publication reporte

52) Women's Issues

a) newspaper reporters
d) specialised publication report

53) Women/Family/ Leisure-Oriented Audience

d) specialised publications

54) Youth-Oriented Audience

a) newspaper reporters/columns
b) radio reporters/shows
c) TV shows
d) specialised publications/repor
e) calendar listings

OTHER:

WRTV (EN Campus radio) - % Communications Dept. Dept. WREW (EN Campus radio) - 4th Floor, Marvin Center

Attn: Public Gervice Director

Dec. 14, 1988
MEDIA CONTACT: Charlotte Ericson
(202) 994-6460

Public Service Announcement to Run through Jan. 16, 1988
(30 seconds)

FOOD/CLOTHING DRIVE FOR DISTRICT'S NEEDY HIGHLIGHTS G.W.'S FOURTH ANNUAL MARTIN LUTHER KING JR. CELEBRATION

THE GEORGE WASHINGTON UNIVERSITY INVITES

RESIDENTS OF THE D.C. METROPOLITAN AREA

TO BRING DONATIONS OF CLOTHING AND CANNED FOOD

TO THE UNIVERSITY'S FOURTH ANNUAL MARTIN LUTHER

KING JUNIOR CELEBRATION. THE PROGRAM WILL TAKE

PLACE FROM 6 TO 7:30 P.M. MONDAY, JANUARY 16,

IN LISNER AUDITORIUM, 730 21ST STREET, NORTHWEST.

YOUR CONTRIBUTIONS WILL BE DISTRIBUTED TO THE

PETEY GREENE COMMUNITY SERVICE CENTER IN SOUTHEAST

D.C. FOR INFORMATION CALL 994-8716.

THAT'S 994-8716.



News from THE GEORGE WASHINGTON UNIVERSITY Office of University Relations / Washington, D.C. 20052 / (202) 994-6460

Dec. 14, 1988
MEDIA CONTACT: Charlotte Ericson
(202) 994-6460

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SLUG: Blankugn & AUTHOR: CE 16) College Newspapers (local) 36) Media a) newspaper reporters DATE RELEASED 17) Community (Non-Media) b) radio reporters a) Campus b) D.C. c) TV reporters GENERAL d) specialized publications c) Maryland d) Virginia e) calendar listings Local Daily a) Metro Desk b) Style, Capital Life c) National Desk 37) Military a) newspapers
d) specialised publications 18) Computers a) newspapers reporters
d) specialised publication reporters 2) Metro Newspapers 38) Museums
d) specialised publication report e) calendar listings a) D.C. b) Maryland (PG County)
c) Maryland (Montgomery County)
d) Northern Virginia 19) Congress 39) Music a) newspaper reporters a) newspaper reporters
b) radio reporters b) radio reporters c) TV reporters
d) specialised publication reporters 3) Local TV a) News Desk c) TV reporters b) Public Affairs Director d) specialised publication report c) PSA Director e) calendar listings 20) Consumer d) Talk Show/Public Affairs Show a) newspaper reporters b) radio reporters 40) Politics 4) Local Radio TV reporters a) newspaper reporters a) News Director b) PSA Director b) radio reporters d) specialised publication reporters c) TV reporters c) Calendar Listings
d) Talk Show/Public Affairs Show d) specialised publication repora) newspaper reporters
b) radio reporters 41) Pentagon/Defense 5) General Interest and News Magasines National Security
a) newspaper reporters TV reporters a) Local Coverage d) specialised publication reporters
e) calendar listings b) National Coverage c) TV reporters d) specialized publications MISCELLANEOUS GENERAL 22) Drama 42) Public Policy a) newspaper reporters
b) radio reporters 6) National Daily a) newspaper reporters
d) specialized publication report a) Washington Bureau
b) Home Office
c) Lifestyle Editor
d) Op-Ed Editor c) TV reporters d) specialised publication reporters
e) calendar listings 43) Public/International Affairs State Department a) newspaper reporters 23) Economics/Finance 'ire Services (AP/UPI) b) radio reporters c) TV reporters a) City Desk b) National Desk a) newspaper reporters b) radio reporters c) TV reporters
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c) Network TV News Desk
d) Network TV Shows d) specialized publication report a) newspaper reporters
c) TV reporters 46) Social Sciences (Psychology, d) specialised publication reporters e) Non-Network Radio Talk Shows Sociology) 26) Engineering a) newspaper reporters 10) Foreign Media c) TV reporters
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b) British 47) Science
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d) specialised publication reporters e) calendar listings c) TV reporters d) specialised publication reporte 31) Historical d) specialised publication reporters 13) Art 52) Women's Issues a) newspaper reporters
b) radio reporters
c) TV reporters a) newspaper reporters
d) specialised publication report a) newspaper reporters specialised publication reporters radio reporters 53) Women/Family/ c) TV reporters
d) specialised publication reporters calendar listings Leisure-Oriented Audience d) specialised publications 14) Black-Oriented Audience a) newspapers b) radio c) TV 33) Law/The Courts 54) Youth-Oriented Audience a) newspaper reporters
c) TV reporters
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d) specialised publication reporters 15) Business a) newspaper reporters radio reporters OTHER: 35) Literary c) TV reporters
d) specialised publication reporters
e) calendar listings a) newspaper reporters
d) specialised publication reporters e) calendar listings

Dec. 15, 1988

MEDIA CONTACT: Charlotte Ericson

(202) 994-6460

PUBLIC CONTACT: Martha McLemore

Political

Communications Program

(202) 994-6225

FOR IMMEDIATE RELEASE

POLITICAL ANALYSTS TO DISCUSS IMPACT OF '88 PRESIDENTIAL CAMPAIGN

EVENT: "Campaign '88: A Retrospective," will feature some of

the country's top political analysts discussing the 1988 presidential campaign and its impact on future

campaigns.

WHEN: 7 p.m. to 9:30 p.m.

Tuesday, Jan. 10

WHERE: The George Washington University

Marvin Center

Dorothy Betts Theatre 800 21st Street, NW.

(A few blocks from the Foggy Bottom/GWU Metro stop)

COST: FREE AND OPEN TO THE PUBLIC!

PARTICIPANTS: Albert Hunt, Washington Bureau Chief, The Wall Street Journal; Paul Manafort, Black, Manafort,

Stone and Kelly; Warren Mitofsky, director of CBS Elections and Polling Unit; Eleanor Randolph, The Washington Post; Mark Siegel, Mark Siegel & Associates (Siegel is a former Executive Director of the Democratic National Committee, and a former member of President Carter's White House staff; Judy Woodruff, chief Washington correspondent,

MacNeil/Lehrer News Hour (PBS).

POLITICAL ANALYSTS TO DISCUSS CAMPAIGN '88 -- Page 2 of 2

Jarol B. Manheim, professor of communication and political science and director of the Political Communication Program at George Washington University, will serve as moderator.

BACKGROUND: At the symposium, participants will discuss a variety of questions pertaining to the following general themes: polling in the campaign, campaign advertising, media management strategies, determinants and quality of media coverage, and long-term effects and implications of Campaign '88.

The event is sponsored by George Washington University's Political Communication Program, Political Communication Society, Office of the Vice President for Academic Affairs, Program Board and George Washington's Student Association.

*The phone number for public information is 994-6225.

**Media representatives who wish to cover this event should call Charlotte Ericson in the Office of University Relations, (202) 994-6460.

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Dec. 13, 1988 Charlotte Ericson (202) 994-6460

MEDIA ADVISORY

G.W. TO HOLD PRESS BRIEFING ON TERRORISM: THE YEAR IN REVIEW AND PROSPECTS FOR 1989

The George Washington University will hold a press briefing titled "Terrorism: Review of 1988 and the Prospects for 1989," from 10 a.m. to noon Monday, Dec. 19, in Marvin Center Room 402-404, 800 21st Street, NW. George Washington University Research Professor Yonah Alexander will chair the event. Sponsored by George Washington's Elliott School of International Affairs, the briefing schedule is as follows:

Opening Remarks: Dean Maurice A. East

Elliott School of International Affairs

Mr. Abe Foxman

Anti-Defamation League, B'nai B'rith

Panelists:

Mr. L. Carter Cornick, Jr., president
CounterTerrorism Consultants, Inc.; Mr.
Joseph DiGenova, Bishop, Cook, Purcell &
Reynolds; Mr. Paul Joyal, director of
Security, Select Committee on Intelligence,
U.S. Senate; Dr. Christopher Joyner, professor of
international law and politics, George Washington;
Dr. Robert Kupperman, senior associate, Center for
Strategic and International Studies; Professor
William Lewis, director, Security Policy Studies
Program, George Washington University; Jerrold
Post, M.D., professor of psychiatry, political
psychiatry and international affairs, George
Washington University; Mr. Peter Probst, U.S.
Department of Defense; Dr. Dalton West, senior
fellow, U.S. Global Strategy Council

*Media representatives who plan to cover this event should call Charlotte Ericson in the Office of University Relations, (202) 994-6460.



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Dec. 13, 1988 Charlotte Ericson (202) 994-6460

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d) specialised publication reporters
e) calendar listings

16) College Newspapers (local)

AUTHOR: MA

SLUG: More Parky

Calendar Editor
WASHINGTON DOSSIER
3301 New Mexico Ave, NW
Washington, D.C. 20016

Maggie Wimsatt 25 West Irving Street Chevy Chase, MD 20815

Calendar Editor
WASHINGTONIAN
1828 L Street, NW
Washington, D.C. 20036

Calendar Editor
WHERE MAGAZINE
1511 K Street, NW, #840
Washington, D.C. 20005

Calendar Editor RECREATION NEWS P.O. Box 32335 Washington, D.C. 20007

Calendar Editor GO Magazine 1514 P Street, Rear Washington, D.C. 20005

Calendar Editor FOGGY BOTTOM NEWS P.O. Box 23462 Washington, D.C. 20026

Calendar Editor
WASHINGTON FLYER
East Building,
National Airport
Washington, D.C. 20001

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Dec. 15, 1988

Loretta Hardge (202) 994-6460

CZECH WRITER, PULITZER PRIZE WINNER, TO READ IN JENNY MCKEAN MOORE READING SERIES

Czechoslovakian fiction writer Eda Kriseova, the author of four novels and three collections of short stories, will be the first of four writers to read from their works this spring as part of the Jenny McKean Moore Reading Series at The George Washington University.

The series, which is free and open to the public, is sponsored by the Jenny McKean Moore Fund for Writers and the Department of English at George Washington University.

Thursday, January 12, 1989

Eda Kriseova, Czechoslovakian fiction writer, is the author of four novels, three collections of short stories and children's stories. Her work has been published in the West in German, Czech and English. 8 p.m., Room 405, Marvin Center, 800 21st Street, NW.

Thursday, January 26, 1989

N. Scott Momaday, a Native American writer and winner of the Pulitzer Prize for his novel "House Made of Dawn," has also written a collection of Kiowa folk tales and several books of poems. 8 p.m., Room 404-406, Marvin Center, 800 21st Street, NW.

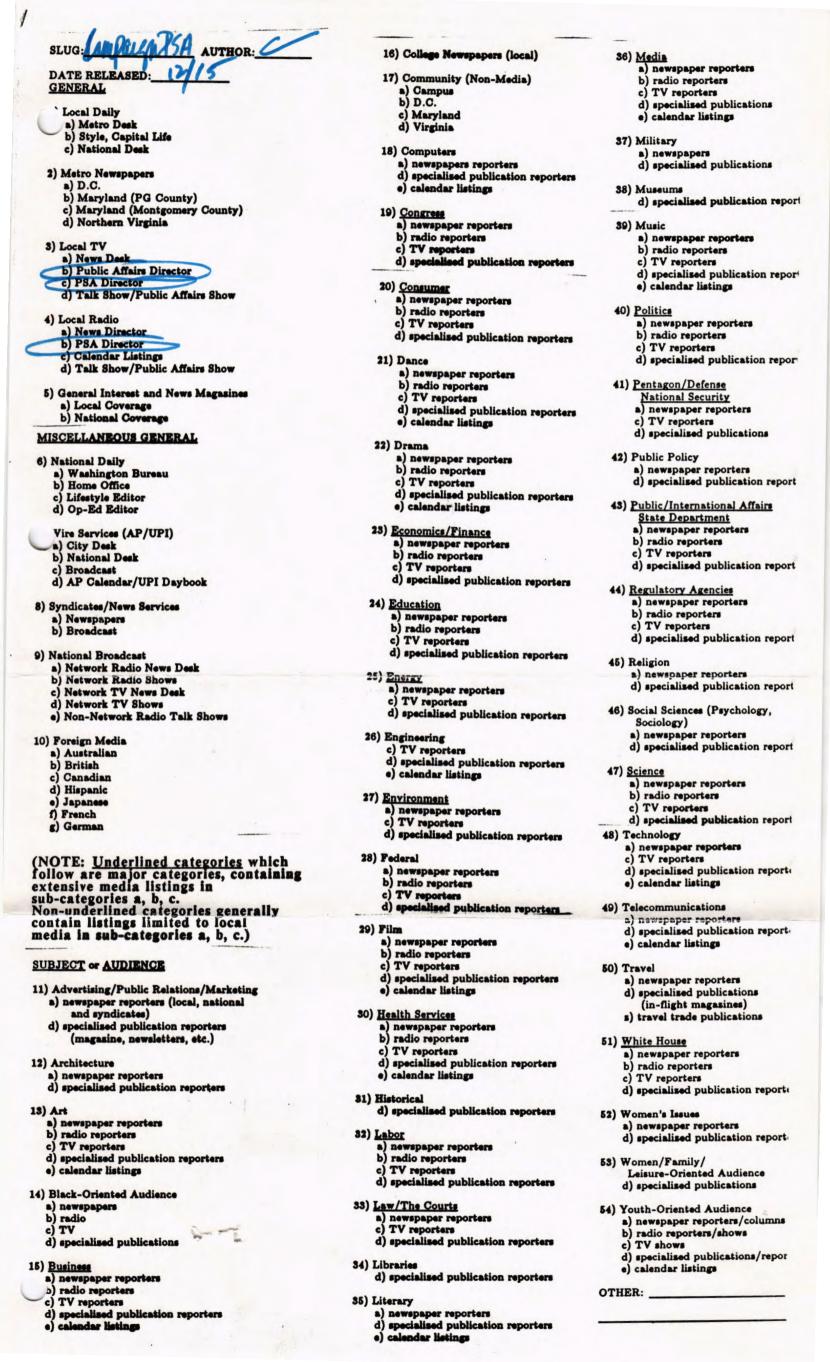
JENNY MCKEAN MOORE READING SERIES...PAGE 2 OF 2

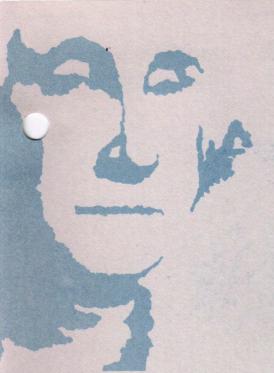
Thursday, February 9, 1989
Sue Hubbell, beekeeper and author of "A Country Year: Living the Questions", and "A Book of Bees". 8 p.m., Marvin Center Theater, 800 21st Street, NW.

Monday, March 6, 1989
Howard Nemerov, America's Poet Laureate at the Library of Congress, is the author of more than 30 books of poetry, fiction and essay. He has won the Pulitzer Prize, the National Book Award and the Bollingen Prize. 8 p.m., Strong Hall Lounge, 621 21st Street, NW.

For more information, contact the English Department at (202) 994-6180.

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HELEN	DAN
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PEGGY	MARK
DIANA	JANE J
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News from THE GEORGE WASHINGTON UNIVERSITY Office of University Relations / Washington, D.C. 20052/(202) 994-6460

Dec. 15, 1988

MEDIA CONTACT: Charlotte Ericson

(202) 994-6460

PUBLIC CONTACT: Martha McLemore

Political

Communications Program

(202) 994-6225

Public Service Announcement to Run through Jan. 10, 1988
(30 seconds)

THE GEORGE WASHINGTON UNIVERSITY INVITES
ALL THOSE INTERESTED IN POLITICS AND
PRESIDENTIAL CAMPAIGNS TO A FREE SYMPOSIUM
ON TUESDAY, JANUARY 10, TITLED "CAMPAIGN '88:
A RETROSPECTIVE." AT THE SYMPOSIUM, SOME
OF THE COUNTRY'S TOP POLITICAL ANALYSTS
WILL DISCUSS THE 1988 PRESIDENTIAL CAMPAIGN
AND ITS EFFECT ON FUTURE CAMPAIGNS. THE 7
TO 9:30 P.M EVENT WILL BE HELD ON THE CAMPUS
OF THE GEORGE WASHINGTON UNIVERSITY. FOR
INFORMATION CALL 994-6225. THAT'S 994-6225.

Dec. 15, 1988

MEDIA CONTACT: Charlotte Ericson

(202) 994-6460

PUBLIC CONTACT: Martha McLemore

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A RETROSPECTIVE." AT THE SYMPOSIUM, SOME

OF THE COUNTRY'S TOP POLITICAL ANALYSTS

WILL DISCUSS THE 1988 PRESIDENTIAL CAMPAIGN

AND ITS EFFECT ON FUTURE CAMPAIGNS. THE 7

TO 9:30 P.M EVENT WILL BE HELD ON THE CAMPUS

OF THE GEORGE WASHINGTON UNIVERSITY. FOR

INFORMATION CALL 994-6225. THAT'S 994-6225.

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SLUG: MK. Cal AUTHOR: CK	16) College Newspapers (local)	36) Media
DATE RELEASED: 17/13	17) Community (Non-Media)	a) newspaper reporters b) ravio reporters
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b) Maryland (PG County) c) Maryland (Montgomery County)	10) Commen	d) specialised publication report
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b) Public Affairs Director c) PSA Director	20) Consumer	 d) specialised publication report e) calendar listings
d) Talk Show/Public Affairs Show	a) newspaper reporters	40) Politica
4) Local Radio	b) radio reporters c) TV reporters	40) Politics a) newspaper reporters
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c) Calendar Listings	21) Dance	d) specialised publication report
d) Talk Show/Public Affairs Show	a) newspaper reporters b) radio reporters	41) Pentagon/Defense
5) General Interest and News Magasines	c) TV reporters	National Security
a) Local Coverage b) National Coverage	d) specialised publication reporters e) calendar listings	a) newspaper reporters c) TV reporters
MISCELLANEOUS GENERAL		d) specialised publications
	22) Drama a) newspaper reporters	42) Public Policy
6) National Daily a) Washington Bureau	b) radio reporters	a) newspaper reporters d) specialized publication report
b) Home Office c) Lifestyle Editor	 c) TV reporters d) specialised publication reporters 	
d) Op-Ed Editor	e) calendar listings	43) Public/International Affairs State Department
Vire Services (AP/UPI)	23) Economics/Finance	a) newspaper reporters
(L) City Desk	a) newspaper reporters b) radio reporters	b) radio reporters c) TV reporters
b) National Desk c) Broadcast	c) TV reporters	d) specialised publication report
d) AP Calendar/UPI Daybook	d) specialised publication reporters	44) Regulatory Agencies
8) Syndicates/News Services	24) Education	a) newspaper reporters b) radio reporters
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b) Network Radio Shows	25) Energy a) newspaper reporters	d) specialized publication report
c) Network TV News Desk d) Network TV Shows	c) TV reporters	46) Social Sciences (Psychology,
e) Non-Network Radio Talk Shows	d) specialised publication reporters	Sociology)
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c) Canadian	e) calendar listings	47) Science a) newspaper reporters
d) Hispanic e) Japanese	27) Environment	b) radio reporters c) TV reporters
f) French g) German	a) newspaper reporters c) TV reporters	d) specialised publication report
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SUBJECT of AUDIENCE	d) specialised publication reporters	50) Travel a) newspaper reporters
11) Advertising/Public Relations/Marketing a) newspaper reporters (local, national	e) calendar listings	d) specialised publications (in-flight magazines)
and syndicates)	30) Health Services	s) travel trade publications
d) specialised publication reporters (magazine, newsletters, etc.)	a) newspaper reporters b) radio reporters	51) White House
	c) TV reporters	a) newspaper reporters
12) Architecture a) newspaper reporters	d) specialised publication reporters e) calendar listings	b) radio reporters c) TV reporters
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e) calendar listings	c) TV reporters	53) Women/Family/ Leisure-Oriented Audience
14) Black-Oriented Audience	d) specialised publication reporters	d) specialized publications
a) newspapers	33) <u>Law/The Courts</u> a) newspaper reporters	54) Youth-Oriented Audience
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c) TV reporters d) specialised publication reporters	35) Literary a) newspaper reporters	
e) calendar listings	d) specialised publication reporters	

December 19, 1988

MEDIA CONTACT:

Charlotte Ericson

(202) 994-6460

PUBLIC CONTACT:

Jonathan Schmidt (202) 994-8716

FOR IMMEDIATE RELEASE

FOURTH ANNUAL MARTIN LUTHER KING JR. CELEBRATION TO INCLUDE FESTIVAL OF COMMUNITY CHOIRS

WHAT:

The George Washington University's fourth annual

Celebration in Honor of the Birthday of

Dr. Martin Luther King Jr.

WHEN:

6 p.m. to 7:30 p.m. Monday, Jan. 16

WHERE:

Lisner Auditorium
730 21st Street, NW

A short walk from the GWU/Foggy Bottom Metro stop

ADMISSION:

Free of charge and open to the public!

BACKGROUND:

The evening event will feature an awards convocation and a festival of D.C. community choirs in tribute to the late Dr. King.

As part of the ceremony, the University also will operate a food and clothing drive. Guests are asked to bring donations of clothing and non-perishable food, which will be distributed to the Ralph Waldo "Petey" Greene Community Service Center--a resource center in Southeast Washington, DC, which provides food, clothing and services for the area's less fortunate.

- * For more information on other events surrounding George Washington University's fourth annual Martin Luther King Jr. Celebration, call (202) 994-8716.
- ** Media wishing to cover this event should call Charlotte Ericson in the Office of University Relations, (202) 994-6460.



News from THE GEORGE WASHINGTON UNIVERSITY Office of University Relations / Washington, D.C. 20052 / (202) 994-6460

December 19, 1988

MEDIA CONTACT:

Charlotte Ericson

PUBLIC CONTACT:

(202) 994-6460 Jonathan Schmidt (202) 994-8716

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YVETTE	CHARLOTTE
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d) specialised publication report a) Washington Bureau b) Home Office c) Lifestyle Editor d) specialised publication reporters
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e) calendar listings a) newspaper reporters 11) Advertising/Public Relations/Marketing d) specialised publications (in-flight magasines) a) newspaper reporters (local, national and syndicates)
 d) specialised publication reporters 30) Health Services s) travel trade publications a) newspaper reporters b) radio reporters
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e) calendar listings 53) Women/Family/ Leisure-Oriented Audience d) specialised publications 14) Black-Oriented Audience 33) Law/The Courts a) newspapers 54) Youth-Oriented Audience a) newspaper reporters/columns b) radio reporters/shows c) TV shows b) radio a) newspaper reporters c) TV d) specialised publications c) TV reporters
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e) calendar listings 35) Literary a) newspaper reporters d) specialised publication reporters e) calendar listings

Dec. 20, 1988 Charlotte Ericson (202) 994-6460

FOR IMMEDIATE RELEASE

JAPANESE ECONOMIST SAYS JAPAN HAS RESTRUCTURED ECONOMY: NOW IT'S AMERICA'S TURN

WASHINGTON, D.C. -- "The bottom line for sustaining the present level of the dollar is the need to dampen domestic consumption in the United States. This should be the most important macroeconomic message for the new U.S. president," says Masaru Yoshitomi, of Japan's Economic Planning Agency (EPA), in a new study released by the U.S.-Japan Economic Agenda.

The study provides background information and data on the shift in Japan's economy from export led growth to domestic demand. It also helps to evaluate whether this shift has gone far enough, given the increase once again since September 1988 in Japan's global trade surplus.

Yoshitomi, who is director general of EPA's Economic Research Institute, argues that realignment of the yen-dollar exchange rate over the past three years has been followed by a significant increase in domestic demand in Japan but not, thus far, by a sufficient reduction of domestic demand in the United States.

The study, titled "The Current Restructuring of the Japanese Economy Under Yen Appreciation," reports that domestic demand in Japan expanded from an annual rate of 4.0 percent in 1985 to 5.1 percent in 1987 and 11.8 percent in the first quarter of calendar year 1988. Domestic demand now outstrips GNP by almost 1.0 percent per year, with net imports expanding at a rate of 20 percent per year to make up the difference.

"The present imbalances are essentially an American problem," Yoshitomi concludes. He also contends that reduced consumption in the United States will not depress overall economic growth because strong U.S. exports and business investment would take up the slack.

The U.S.-Japan Economic Agenda is a joint project of George Washington University's Elliott School of International Affairs and its Institute for Sino-Soviet Studies, and the Carnegie Council on Ethics and International Affairs. The Agenda encourages a more credible and candid discussion of U.S.-Japanese economic differences while affirming the lasting and invaluable alliance between the United States and Japan.

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^{*} For a copy of this report, contact Charlotte Ericson in George Washington's Office of University Relations, (202) 994-6460.



News from THE GEORGE WASHINGTON UNIVERSITY Office of University Relations / Washington, D.C. 20052/(202)994-6460

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- 30 -

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Bd of Fd HONOrs SIT 65750:

Board of Education 12/21/88 Shial Richardoon (Board office 724-4289 contact about photos. Emily Clandall
124-4222
Pilso ligison (Superinterlet 415 12th St. NW Swite 1209 Sugges in Fludent's Office

December, 21, 1988 Kellie J. Boyet (202) 994-6460

FOR IMMEDIATE RELEASE

D.C. BOARD OF EDUCATION TO HONOR PRESIDENT TRACHTENBERG
WASHINGTON, D.C. -- In ceremonies tonight during its
regularly scheduled meeting, the D.C. Board of Education honored
The George Washington University President Stephen Joel
Trachtenberg for the University's commitment to expand
opportunities for H.D. Woodson Senior High School students in
Northeast, D.C.

The George Washington University recently joined forces with the Federal National Mortgage Association (Fannie Mae) and Woodson to establish a major scholarship program. For the next 10 years, the University will match up to \$4,000 any Fannie Mae scholarship to a student at Woodson who enrolls at George Washington the year immediately following high school graduation. Fannie Mae has pledged \$1 million to its Woodson scholarship program.

It is the second time The George Washington University has participated in a scholarship program of this kind. The University and The Washington Post provide scholarships to students of Eastern High School in Northeast, D.C.



News from THE GEORGE WASHINGTON UNIVERSITY Office of University Relations / Washington, D.C. 20052 / (202) 994-6460

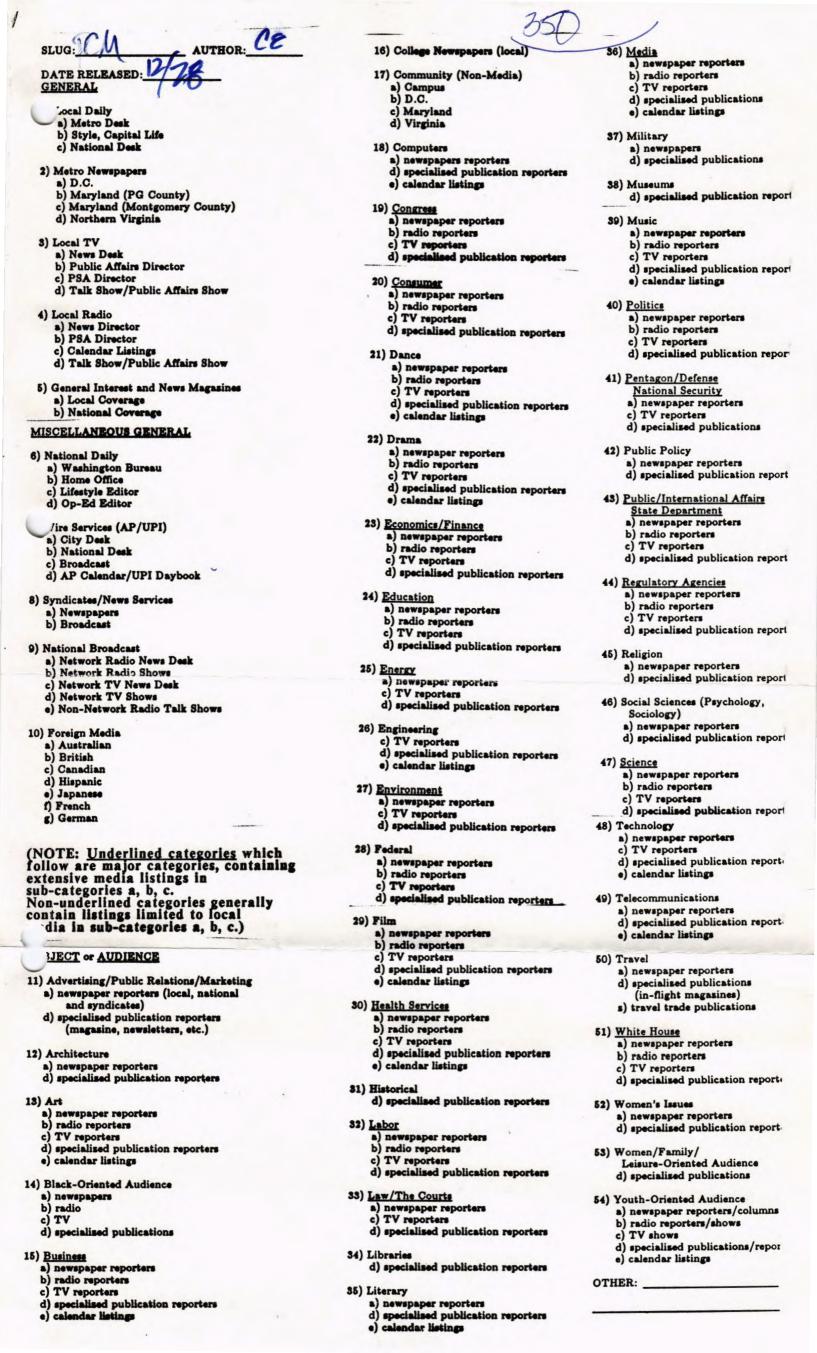
December, 21, 1988 Kellie J. Boyet (202) 994-6460

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Dec. 28, 1988

MEDIA CONTACT: Charlotte Ericson

202/ 994-6460 (w)

301/ 984-7875 (h)

PUBLIC CONTACT: Martha McLemore

(202) 994-6225

FOR IMMEDIATE RELEASE

1988 PRESIDENTIAL CAMPAIGN IS TOPIC OF JAN. 10 SYMPOSIUM AT GEORGE WASHINGTON UNIVERSITY

Has the 1988 presidential campaign changed voters' abilities to think about politics and policy, or to value those who do? What will Campaign 1992 look like?

Some of the country's top political analysts will be at George Washington University to discuss the short and long term effects of the 1988 presidential campaign during a symposium titled "Campaign '88: A Retrospective." The event, which is free and open to the public, begins at 7 p.m. Tuesday, Jan. 10, in the Marvin Center Theatre, 800 21st Street, NW.

Panelists will include Albert Hunt, Washington Bureau Chief, The Wall Street Journal; Paul Manafort, Black, Manafort, Stone and Kelly; Warren Mitofsky, director of CBS Elections and Polling Unit; Eleanor Randolph, The Washington Post; Mark Siegel, Mark Siegel & Associates, former executive director of the Democratic National Committee, and a former member of President Carter's White House staff; Judy Woodruff, chief Washington correspondent, MacNeil/ Lehrer News Hour (PBS).

At the symposium, participants will discuss a variety of questions pertaining to the following general themes: polling in the campaign, campaign advertising, media management strategies, determinants and quality of media coverage, and long-term effects and implications of Campaign '88.

CAMPAIGN '88 IS TOPIC OF JAN. 10 G.W. SYMPOSIUM -- P. 2

Jarol B. Manheim, professor of communication and political science and director of the Political Communication Program at George Washington, will serve as moderator.

The event is sponsored by George Washington University's Political Communication Program, Political Communication Society, Office of the Vice President for Academic Affairs, Program Board and George Washington's Student Association.

For public information, call Martha McLemore at (202) 994-6225. Media wishing to cover this event should call Charlotte Ericson in the Office of University Relations, (202) 994-6460.

THE POLITICAL COMMUNICATION PROGRAM AT GEORGE WASHINGTON UNIVERSITY

The Political Communication Program (PCM) at George Washington University in Washington, DC, is the only Bachelor of Arts degree program in the country dedicated to this field of inquiry.

The program, which combines political science, communication and journalism, has gained increasing attention from both inside and outside the University since its 1982 inception. "When the major was introduced, only three students were involved. Last year, we had about 90 students in the major," says Program Director Jarol Manheim, professor of communication and political science.

Furthermore, "we've had to make the application process for the major more competitive because of the overwhelming number of students who wish to take part in the program."

According to Manheim, PCM graduates feel that their journalistic and communication training has taught them new ways to think, but their political science training has taught them things to think about. "That's a nice mix," Manheim says. "It's one thing to have communication skills and to understand the communication process, but you have to have something to say."

Modeled after several related student-designed majors that had proven popular at the University, the PCM degree gives students the background needed to pursue careers such as campaign consulting, political and corporate public relations, public diplomacy, government relations and journalism.

"The degree is designed to produce graduates who understand both the theory and practice of contemporary political communication," Manheim notes. "We've tried to structure it in a way that helps students identify the key societal questions that arise where journalism, political science and communications come together."

For more information on the Political Communication Program at George Washington University, call the Department of Political Communication, (202) 994-6225.



News from

THE GEORGE WASHINGTON UNIVERSITY

Office of University Relations / Washington, D.C. 20052/(202) 994-6460

Dec. 28, 1988
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202/ 994-6460 (w) 301/ 984-7875 (h)

PUBLIC CONTACT: Martha McLemore

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Winter	1989 MFA
CIRCUL. DINA	- LORETTA
YVETTE	CHARLOTTE
SANDY	
PEGGY	SHIRLEY
DIANA	JANE WHO'
24-	NOTES

December 28, 1988

Jane Lingo (202) 994-6466 (office) (202) 324-3453 (home)

FOR IMMEDIATE RELEASE

Winter 1989 MFA Thesis Candidate Show

GW DIMOCK GALLERY, ART DEPARTMENT

George Washington University candidates for the Master of Fine Arts degree: Welton B. Doby III, Teresa Ann Duke, Chris WHO:

Tucker Haggerty, Muriel H. Hasbun, and Dietlind Matin

WHAT: Design, paintings, photographs, and visual communications

WHEN: Thurs., January 12, 1989 to Thurs., February 2, 1989

Tues. - Fri., 10:00 a.m. to 5:00 p.m.;

Sat., Noon to 5:00 p.m.

Closed to the public Sunday and Monday

WHERE: Dimock Gallery, The George Washington University

Off the lower lounge of Lisner Auditorium

21st and H Streets, N.W.

WASHINGTON, D.C. -- Works by George Washington University students who are candidates for the Master of Fine Arts degree will be on view in the University's Dimock Gallery from January 12 through February 2, 1989.

The exhibition will include the following media: design, painting, photography, and visual communications. The five artists whose works will be featured are Welton B. Doby III, Teresa Ann Duke, Chris Tucker Haggerty, Muriel H. Hasbun, and Dietlind Matin.

The Dimock Gallery is located off the lower lounge of Lisner Auditorium, 21st and H streets, N.W. Hours are Tuesday through Friday, 10:00 a.m. to 5:00 p.m.; Saturday, noon to 5:00 p.m.; open for special Lisner Auditorium performances; and closed to the public on Sunday and Monday. The gallery is a short walk from the Foggy Bottom/GWU Metro Station. Admission is free.

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NOTE TO EDITORS: If a telephone number is to be published for the general public to call for information, please use (202)994-1525 or 994-7091.



News from THE GEORGE WASHINGTON UNIVERSITY Office of University Relations / Washington, D.C. 20052 / (202) 994-6460

December 28, 1988

Jane Lingo (202) 994-6466 (office) (202) 324-3453 (home)

FOR IMMEDIATE RELEASE

Winter 1989 MFA Thesis Candidate Show

GW DIMOCK GALLERY, ART DEPARTMENT

WHO:

George Washington University candidates for the Master of Fine Arts degree: Welton B. Doby III, Teresa Ann Duke, Chris

Tucker Haggerty, Muriel H. Hasbun, and Dietlind Matin

WHAT: Design, paintings, photographs, and visual communications

Thurs., January 12, 1989 to Thurs., February 2, 1989 WHEN:

Tues. - Fri., 10:00 a.m. to 5:00 p.m.;

Sat., Noon to 5:00 p.m.

Closed to the public Sunday and Monday

Dimock Gallery, The George Washington University WHERE:

Off the lower lounge of Lisner Auditorium

21st and H Streets, N.W.

WASHINGTON, D.C. -- Works by George Washington University students who are candidates for the Master of Fine Arts degree will be on view in the University's Dimock Gallery from January 12 through February 2, 1989.

DIMOCK GALLERY, PAGE 2 of 2, WINTER 1989 MFA THESIS CANDIDATE SHOW

The exhibition will include the following media: design, painting, photography, and visual communications. The five artists whose works will be featured are Welton B. Doby III, Teresa Ann Duke, Chris Tucker Haggerty, Muriel H. Hasbun, and Dietlind Matin.

The Dimock Gallery is located off the lower lounge of Lisner Auditorium, 21st and H streets, N.W. Hours are Tuesday through Friday, 10:00 a.m. to 5:00 p.m.; Saturday, noon to 5:00 p.m.; open for special Lisner Auditorium performances; and closed to the public on Sunday and Monday. The gallery is a short walk from the Foggy Bottom/GWU Metro Station. Admission is free.

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NOTE TO EDITORS: If a telephone number is to be published for the general public to call for information, please use (202)994-1525 or 994-7091.

CIRCULATING	MIX
DINA	LORETTA
YVETTE	CHARLOTTE
HELEN	
SANDY	
JAMIE JU	SHIRLEY
DIANA	MARK
DECCY	TANE

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DATE RELEASED: 17) Community (Non-Media) b) radio reporters a) Campus b) D.C. TV reporters GENERAL d) specialized publications
e) calendar listings c) Maryland d) Virginia Local Daily a) Metro Desk
b) Style, Capital Life
c) National Desk 37) Military a) newspapers
d) specialised publications 18) Computers a) newspapers reporters d) specialised publication reporters e) calendar listings 2) Metro Newspaper a) D.C.
b) Maryland (PG County)
c) Maryland (Montgomery County)
d) Northern Virginia 38) Museums
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c) TV reporters
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e) calendar listings 42) Public Policy 6) National Daily a) newspaper reporters
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State Department 23) Economics/Finance a) newspaper reporters Vire Services (AP/UPI) a) newspaper reporters
b) radio reporters b) radio reporters c) TV reporters a) City Desk b) National Desk d) specialised publication report c) TV reporters c) Broadcast d) AP Calendar/UPI Daybook d) specialised publication reporters 44) Regulatory Agencies a) newspaper reporters b) radio reporters 24) Education 8) Syndicates/News Services a) newspaper reporters
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Non-underlined categories generally
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c) TV reporters SUBJECT or AUDIENCE 50) Travel d) specialised publication reporters
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d) specialised publication reporters (magazine, newsletters, etc.) 30) Health Services a) newspaper reporters b) radio report s) travel trade publications b) radio reporters
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16) College Newspapers (local)

36) Media

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December 28, 1988 CONTACT: Alyssa Montecalvo

(202) 994-6460

PUBLIC CONTACT: Dr. Samuel Rothman

(202) 965-0211

MEDIA ADVISORY

GEORGE WASHINGTON SCHEDULES COMMEMORATION OF FIRST SUCCESSFUL NUCLEAR FISSION EXPERIMENT

EVENT: Convocation to commemorate the 50th anniversary of the

public announcement of the first successful nuclear

fission experiment.

WHEN: 8:30 a.m. - 2:30 p.m.

Tuesday, January 17, 1989

WHERE: The George Washington University

Cloyd Heck Marvin Center 800 21st Street N.W.

BACKGROUND:

At The George Washington University, on January 26, 1939, physicist Niels Bohr made the first public announcement that would open the door to a new age of technology - the nuclear age. Bohr reported that uranium had been successfully disintegrated into barrium, releasing approximately 200 million electron-volts of energy per disintegration. This historic announcement took place at the fifth of the Conferences on Theoretical Physics which was sponsored jointly by the Carnegie Institute of Washington and The George Washington University. At the forefront of research were Dr. George Gamow, a University physicist, and his close associate at that time, Dr. Edward Teller, now honorary director for George Washington's Institute for Technology and Strategic Research (ITSR).

The convocation is sponsored by The George Washington University and the Carnegie Institute of Washington and coordinated by the ITSR of George Washington's School of Engineering and Applied Sciences.

COMMEMORATION OF FIRST SUCCESSFUL FISSION EXPERIMENT - P. 2 OF 2.

PARTICIPANTS: Dr. Edward Teller will present the luncheon

address. Others making presentations include:

Frederick Seitz, president emeritus, The Rockefeller University, and K. Alex Muller, nobel

laureate associated with IBM Zurich Research

Laboratory.

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**Media representatives who wish to cover this event should call Alyssa Montecalvo in the Office of University Relations, (202) 994-6460.

CIRCULATING

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JAMIE OUT	SHIRLEY	
DIANA	MARK	
PEGGY	JANE	

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December 29, 1988

MEDIA CONTACT:

Charlotte Ericson

(202) 994-6460

PUBLIC CONTACT:

Jonathan Schmidt (202) 994-8716

FOR IMMEDIATE RELEASE

FOURTH ANNUAL MARTIN LUTHER KING JR. CELEBRATION TO INCLUDE FESTIVAL OF COMMUNITY CHOIRS

Washington, D.C., -- The George Washington University will hold its fourth annual Celebration in Honor of the Birthday of Dr. Martin Luther King Jr. from 6 p.m. to 7:30 p.m. Monday, Jan. 16, in Lisner Auditorium (730 21st Street, NW)--a short walk from the GWU/Foggy Bottom Metro station.

The event, which is free of charge and open to the public, will feature an awards convocation and festival of D.C. community choirs in tribute to the late Dr. King. At the event, the University also will operate a food and clothing drive. Guests are asked to bring with them donations of clothing and non-perishable food, which will be distributed to Washington, DC's, disadvantaged.

George Washington University President Stephen Joel Trachtenberg will offer the evening's greetings and introductory remarks which will focus on Dr. King's heritage and the

MARTIN LUTHER KING CELEBRATION P. 2 OF 3.

University's mandate for sharing in King's dream.

A festival of music featuring Washington, DC, area choirs performing gospel and spiritual pieces will highlight the evening program.

During the ceremony, the University will award two specially commissioned bronze medals for outstanding service in the field of human rights—one to a George Washington student and another to a human rights leader from outside the University community. These honorees exemplify faithful public lives consonant with those ideals for which Dr. King lived, and died—commitment, personal integrity, ethical and religious reflection, community service, integration and non-violence.

As part of the ceremony, the University will operate a food and clothing drive, to benefit the Ralph Waldo "Petey" Greene Community Service Center -- a community resource center in Southeast Washington, DC, which provides food, clothing and services for the area's less fortunate.

Guests also will have the opportunity to contribute funds to George Washington's Inner City Student Assistant Fund, which is designed to help Equal Opportunity Program students during severe financial emergencies.

The audience is invited to attend a public reception following the evening celebration, which will be held at 7:30 p.m. in the Marvin Center's Market Square (800 21st Street, NW).

MARTIN LUTHER KING CELEBRATION - P. 3 OF 3.

- * All events are free of charge and open to the public. For more information, call 994-8716.
- ** Media wishing to attend the event should call Charlotte Ericson in the Office of University Relations, (202) 994-6460.

Dec. 29, 1988
MEDIA CONTACT: Charlotte Ericson
202/ 994-6460 (w)
301/ 984-7875 (h)

FOR IMMEDIATE RELEASE

1988 PRESIDENTIAL CAMPAIGN IS TOPIC OF JAN. 10 SYMPOSIUM AT GEORGE WASHINGTON UNIVERSITY

Has the 1988 presidential campaign changed voters' abilities to think about politics and policy, or to value those who do? What will Campaign 1992 look like?

Some of the country's top political analysts will be at George Washington University to discuss the short and long term effects of the 1988 presidential campaign during a symposium titled "Campaign '88: A Retrospective." The event, which is free and open to the public, begins at 7 p.m. Tuesday, Jan. 10, in the Marvin Center Theatre, 800 21st Street, NW.

Panelists will include Albert Hunt, Washington Bureau Chief, The Wall Street Journal; Paul Manafort, Black, Manafort, Stone and Kelly; Warren Mitofsky, director of CBS Elections and Polling Unit; Eleanor Randolph, The Washington Post; Mark Siegel, Mark Siegel & Associates, former executive director of the Democratic National Committee, and a former member of President Carter's White House staff; Judy Woodruff, chief Washington correspondent, MacNeil/ Lehrer News Hour (PBS).

At the symposium, participants will discuss a variety of questions pertaining to the following general themes: polling in the campaign, campaign advertising, media management strategies, determinants and quality of media coverage, and long-term effects and implications of Campaign '88.

CAMPAIGN '88 IS TOPIC OF JAN. 10 G.W. SYMPOSIUM -- P. 2

Jarol B. Manheim, professor of communication and political science and director of the Political Communication Program at George Washington, will serve as moderator.

The event is sponsored by George Washington University's Political Communication Program, Political Communication Society, Office of the Vice President for Academic Affairs, Program Board and George Washington's Student Association.

For public information, call Martha McLemore at (202) 994-6225. Media wishing to cover this event should call Charlotte Ericson in the Office of University Relations, (202) 994-6460.



News from

THE GEORGE WASHINGTON UNIVERSITY

Office of University Relations./Washington, D.C. 20052/(202)994-6460

Dec. 28, 1988

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(202) 994-6225

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